


MOUNT  
ST. MARY'S  
COLLEGE  
in  
Los Angeles

1971 – 1972  
Catalog



COVER—*Tree of Life* sculptural detail from the  
facade of the Administration Building, Chalon Campus

[photo by Peter Suszynski]



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MOUNT ST. MARY'S COLLEGE  
(213) 272-8791 / the main campus at  
(213) 746-0450 / the Doheny campus



MOUNT  
ST. MARY'S  
COLLEGE  
in  
Los Angeles

1971 – 1972  
Catalog

for  
undergraduate  
and graduate  
schools



on two campuses in Los Angeles  
12001 Chalon Road, Los Angeles, Calif. 90049  
at 10 Chester Place, Los Angeles, Calif. 90007

# SEMESTER—ACADEMIC CALENDAR 1971-1972

(Late Afternoon—Evening—Saturday Classes)

## FIRST SEMESTER (1971)

September 25	Registration—9:00-3:00 p.m., Doheny Campus
September 27	Classes begin (Afternoon-Evening)
October 2	Classes begin (Saturday)
October 12	Last day to add a class
October 25	Veteran's Day—Holiday
November 1	All Saints' Day—Holiday
November 2	Last day to drop a class without penalty of grade F
November 25-27	Thanksgiving Holidays
November 29	Classes resume
December 8	Immaculate Conception—Holiday
Dec. 20—Jan. 2	Christmas Holidays
January 3	Classes resume
Jan. 29—Feb. 4	Examinations for first semester

## SECOND SEMESTER (1972)

February 5	Registration—9:00-3:00 p.m., Doheny Campus
February 12	Classes begin (Saturday)
February 14	Classes begin (Afternoon-Evening)
February 21	Washington's Birthday—Holiday
February 28	Last day to add a class
March 20	Last day to drop a class without penalty of grade F
March 28-April 2	Easter vacation
April 3	Classes resume
May 11	Ascension Thursday—Holiday
May 29	Memorial Day—Holiday
June 2-8	Examinations for 2nd semester
June 10	Graduation

## TENTATIVE SUMMER SESSION, 1972

June 24-26	Registration for summer session
June 27	Instruction begins
August 4	Final examinations

# TERM ACADEMIC CALENDAR 1971-1972

## FALL TERM, 1971

September 20	Foreign Language Placement Exam—9 a.m. Main Campus
September 20	Registration for all students (Main: 9-3 p.m.; Doheny: 9-12 p.m.)
September 22	Classes begin
September 29	Last day to register or to add a course
October 15	Last day to drop a course without penalty of grade F
October 27	Stop-The-World Day
November 1	All Saints' Day—Holiday
November 24	Thanksgiving Recess begins, 5:10 p.m.
November 29	Classes resume, 8:00 a.m.
December 6	Registration for continuing students (Main: 9-3 p.m., Doheny: 9-12 p.m.)
December 8	Immaculate Conception—Holiday
December 7, 9, 10	Final Examinations

## WINTER, 1972

January 3	Registration for all students (Main: 9-3 p.m.; Doheny: 9-12 p.m.)
January 4	Classes begin
January 11	Last day to register or add a course
January 27	Last day to drop a course without penalty of grade F
February 17	Stop-The-World Day
February 21	Washington's Birthday—Holiday
March 15	Registration for continuing students (Main: 9-3 p.m.; Doheny: 9-12 p.m.)
March 15-17	Final Examinations

## SPRING, 1972

April 3	Registration for Spring term (Main: 9-3 p.m.; Doheny: 9-12 p.m.)
April 4	Classes begin
April 11	Last day to register or add a course
April 27	Last day to drop a course without penalty of grade F
May 11	Ascension Thursday—Holiday
May 29	Memorial Day—Holiday
June 7-9	Final Examinations
June 10	Graduation

## ABOUT THE COLLEGE

Mount St. Mary's College, founded by the Sisters of St. Joseph of Carondelet in 1925, received its official charter from the state of California in the same year.

Located on two campuses in Los Angeles, the college is an independent liberal arts institution. Some programs are designed exclusively for women; other programs, for men and women, are in undergraduate music, extended day, graduate division, and student development.

As a Catholic college community, Mount St. Mary's provides for mature theological reflection and Christian action.

### On Chalon Road

The main campus, on Chalon Road, is located on a fifty-six acre tract in the hills above Santa Monica. Set between mountains and sea, the buildings of Spanish Colonial architecture are typically Californian.

Mary Chapel, centrally located on campus, is a place for communal worship and private prayer. The Charles Willard Coe Library contains more than 100,000 volumes, 500 current periodicals, 600 microfilm reels, 3,500 sound recordings. All students have free access to the library stacks.

St. Joseph's Hall has administrative offices, classrooms, language and science laboratories, and the college theater. The Humanities Building has classrooms, faculty and student offices, a guidance center, a health services center, a student center, a bookstore, and special facilities for music and art.

Brady and Carondelet residence halls provide accommodations in single rooms, double rooms and

suites. Brady Hall has three dining rooms, recreation rooms, lounges, a snack bar and laundromat. Rossiter Hall is for faculty residence.

An outdoor, heated pool is located at the north end of the campus. Special studios, also located at the north end, are used for sculpture, ceramics, print-making and photography. Multi-level parking areas are at the north and south ends of the campus.

## At Chester Place

The Doheny campus, in operation since 1962, is located on fifteen acres in historic Chester Place, off the Harbor Freeway in downtown Los Angeles. Chester Place is one of the last remaining residential squares of early California.

The mansions within the complex, once owned by Mr. Edward L. Doheny and his wife the Countess Estelle Doheny, have been converted to educational uses. A modern lecture hall, classroom and laboratory complex was added in 1965.

The Doheny Campus Library, No. 2, is located at the east end of the campus. The library, an extension of the Charles Willard Coe Library on the main campus, houses more than 15,000 volumes, 130 microfilm reels, and 30 sound recordings.

Doheny Hall, No. 8, a declared historic-cultural monument in Los Angeles, is the master Victorian mansion. The Pompeian Room is an added Italian grand hall. The music building, No. 11, has practice, recital and orchestra rooms.

The Child Care Center and home economics classrooms are located in No. 17, formerly the home of Chancellor Rufus von Klein Smid of the University of Southern California. Parking areas are on the mall and at the north side of the campus.

## Affiliations

The Pilarica program affiliated with Mount St. Mary's College in 1969, after a ten-year affiliation with the Catholic University of America.

Northwest of Los Angeles, on a hill in heavily wooded Thousand Oaks, the Pilarica college building contains chapel, library, offices and classrooms. The 72-acre tract also has recreational facilities available.

The two-year Pilarica program is designed for the education of postulants, novices and junior Sisters in the California province of the Congregation of the Sisters of Notre Dame. Enrollment is open to young women of other communities in the vicinity.

The Frostig Center of Educational Therapy associated with Mount St. Mary's College in 1969. The Center has been in operation since 1948.

The Center-College association provides for a sharing of faculties and facilities, with Mount St. Mary's granting the Master of Science degree with a specialization in Special Education in the area of Learning Disabilities. The program prepares leadership personnel for school systems that give help to the educationally handicapped.

The Frostig Center is in Culver City, off the Santa Monica Freeway, and within twenty minutes of the Doheny campus.



## DEGREE PROGRAMS

### ASSOCIATE DEGREE

Mount St. Mary's Doheny Campus offers two-year courses of study leading to the Associate in Arts degree. The curricula for the Associate in Arts degree are planned to provide a two-year program in which general liberal arts courses constitute a background for specialization in art, child care teacher, creative arts, general home economics, social worker assistant and the liberal arts programs.

### BACHELOR DEGREES

The Main Campus on Chalon Road offers four-year courses of study leading to:

- A. Bachelor of Arts degree with a major in: Art, Biology, Chemistry, Economics, English, French, History, Latin, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, Social Sciences, Child Development and special area majors.
- B. Bachelor of Science degree with a major in Nursing, Home Economics, or Biology.
- C. Bachelor of Fine Arts degree with a major in Art.
- D. Bachelor of Music degree.



## MASTER DEGREES AND CREDENTIAL PROGRAMS

The Graduate Division offers work leading to the Master of Arts in Spanish, the Master of Arts in Teaching with a major in History or Spanish, and the Master of Science in Education with a specialization in Administration-Supervision, Cultural Foundations, Pupil Personnel Services, Special Education, and Urban Education.

The Graduate Division also offers courses which qualify the student for the Standard Teaching Credential, with specialization in Elementary Teaching or Secondary Teaching, and for the Standard Supervision Credential.

## OTHER PROGRAMS

### ADVANCED PLACEMENT PROGRAMS

Superior high school Juniors or Seniors who are recommended by their principals may enroll in the Advanced Placement Program. In this program, high school students may earn College credit.

### SUMMER SESSION AND EXTENDED DAY PROGRAMS

The College conducts an annual six-week summer session on both campuses. Late afternoon, evening, and Saturday classes are offered on the semester calendar for the benefit of part-time students desiring enrichment courses at the Doheny Campus.

## ASSOCIATE IN ARTS DEGREE PROGRAMS

### PURPOSES

The Doheny Campus was established for the purpose of offering high-school graduates the opportunity to assess their abilities and potentialities, and to develop these through general education and in special fields of study. An atmosphere is provided in which students may mature personally, socially, intellectually, and spiritually, guided by a faculty and staff who are concerned about the development of each student.

In order that these purposes may be accomplished, admission is based upon personal interview, extensive assessment testing, and recommendations, and not primarily upon previous scholastic achievement. Students with high school deficiencies in either grades or subjects may wish to explore their real abilities in this setting where their industry and motivation may provide the means for succeeding. The curriculum is kept as flexible as possible in order to meet each student's individual needs and interests.

Students enrolling at the Doheny Campus will generally have one of several goals. They may plan to spend one or two years in lower division study prior to transferring to a four-year college in a baccalaureate degree program. On the other hand, they may wish to complete a two-year sequence of study, earning an Associate in Arts degree in one of several specialized programs.



## APPLICATION PROCEDURE FOR ADMISSIONS

Applicants for admission to Mount St. Mary's College, Doheny Campus Associate in Arts program, should write to the Director of Admissions for application forms. They should then forward the following materials:

1. A complete application form with an application fee of \$15.00 which is not refundable nor applicable to tuition.
2. Two copies of high school transcript for at least seven semesters and the eighth semester when completed.  
College transfer students should request the Registrar of each college they have attended to forward two copies of their transcript, including work in progress, directly to the Admissions Office. Transcripts submitted become the property of Mount St. Mary's College and cannot be returned to the applicant.
3. Scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT). Arrangements to take the SAT are made by writing to the Educational Testing Service (ETS), 1947 Center Street, Berkeley, California 94704, or Box No. 582, Princeton, New Jersey 08540. Arrangements to take the ACT are made by writing to American College Testing, Box 168, Iowa City, Iowa 52240.
4. Three letters of recommendation, the forms for which will be provided.

Applicants are responsible to see that all these materials are received by the Admissions Office. When they have all been received, the student will be notified concerning her admission. Applicants who are accepted will receive an information sheet explaining tuition and resident deposits, and forms for their physical examination.

## MINIMUM SCHOLASTIC REQUIREMENTS FOR ADMISSION

Applicants must hold a high school diploma and have a C average in all courses in the 10th, 11th, and 12th grades. Applicants must also show evidence that they will benefit from the program and must present an acceptable certificate of health.

Assessment tests given to all incoming students prior to counseling enable counselors to help the students choose both the number and type of courses most suited to their individual needs.

## Information for Foreign Students

Students from foreign countries are required to present the results of the TOEFL test as evidence of proficiency in oral and written English, and a guarantee of financial support during their period of study at Mount St. Mary's College, in addition to other admission requirements.

An application for degree must be on file in the Academic Dean's office at the beginning of the last term before graduation.

#### GENERAL REQUIREMENTS FOR THE ASSOCIATE IN ARTS

1. A total of 60 semester units (20 standard courses).
2. A cumulative Grade Point Average of 2.0.
3. The last 24 units immediately preceding graduation must be taken at Mount St. Mary's College.
4. The fulfillment of the American History and American Institutions requirements.

Candidates for a degree must satisfy the requirement in American History and Institutions by demonstrating a knowledge of American History and of the principles of American Institutions under the federal and state constitution. This requirement may be met by any of the following methods:

1. Satisfactory completion of any two courses from the History 32ABC series.
2. Satisfactory completion of History 17.
3. Satisfactory performance in a comprehensive examination in the field. No unit credit is given for this examination.
4. Satisfactory completion of other courses approved by the Department of History, Political Science and Economics.

#### SPECIFIC REQUIREMENTS FOR THE ASSOCIATE IN ARTS

In addition to the above, the following are specific requirements for the Associate in Arts degree.

1. Theology—two courses (non-Catholics may substitute such courses as Ethics and Comparative Religions).
2. English Composition—one course
3. Literature—one course
4. Fine Arts—one course
5. Logic—one course
6. History—two courses
7. Electives—two courses selected from family relations, language, philosophy, psychology, science and social science
8. Completion of an area of specialization

#### AREAS OF SPECIALIZATION

##### Art

This specialization allows students, with the help of an advisor, to choose those art courses which best satisfy her need. A minimum of nine art courses are required. All art classes are held on the main campus.

## Child Care

A program within the Home Economics curriculum is that leading to the certificate of the Child Care Teacher. Upon completion of the basic liberal arts requirement and courses in the Pre-School Child and General Psychology, students are eligible to take the Civil Service Examination for work in the Los Angeles Early Childhood Education Centers.

## Creative Arts

This specialization allows for a selection of courses from such areas as the following: English and speech, art, music and dance. Students receive guidance from their academic adviser in choosing a program that is both stimulating and interesting.

## Home Economics

The student desiring an emphasis in Home Economics will, with the aid of an academic adviser, select courses in Home Economics which satisfy her needs and interests. Psych 1, General Psychology, is required of all students in this program.

## Liberal Arts

The liberal arts area of specialization allows a great deal of flexibility in choice of courses. Many of the students planning to transfer to four-year degree programs take their Associate in Arts degrees in this area.

The students are helped to select electives which would either fulfill requirements for the four-year program which they are planning to take, or provide a structured program within their field of interest.

## Social Worker Assistant

## CLASSIFICATION OF STUDENTS

### Full-time students:

Three or four courses per term or the equivalent

### Part-time students:

Less than three courses per term.

### Unclassified students:

Take a course or courses for academic credit without following a prescribed curriculum towards a degree.

### Auditors:

Attend class sessions regularly but are not obliged to take examinations. They receive no credit for courses audited.

Sophomore standing is granted to a student who has completed 30 semester units (10 standard courses), or the unit equivalent.

## GRADES

Results of examination, term reports, and the general average of the scholastic standing of a student in her entire course are indicated by the following system of grades:

Passing: A, excellent; B, good; C, average; D, barely passing; P, pass.

Not passing: F, failure; W, withdrawal passing; WF, withdrawal failing; (inc.), incomplete, a temporary term indicating that while work is of passing quality, yet portions of it remain unfinished owing to illness or similar unavoidable causes. The "incomplete" may be removed in such a manner as the instructor may determine. The "incomplete" must be removed before the end of the following term or it becomes a "failure." Responsibility for the removal of an "incomplete" rests with the student.

Grade	Grade Points Per Unit
A	4
B	3
C	2
D	1
F	0
P & W	do not count in the grade point.
WF	0

At the end of each term the student will receive a grade in every class in which she was enrolled.

## TRANSCRIPTS

Transcripts are issued on written request from students or graduates. The first transcript is free; subsequent transcripts are \$1.00 each. One week should be allowed for processing.

No grade or transcripts of grades are issued to those whose financial account has not been settled in full.

## ACADEMIC ADVISEMENT

One of the most important features of the Doheny Campus is its emphasis on strong faculty-student relationship.

This is achieved to a large degree by a well-organized academic and personal counseling program through which each student receives consistent personal attention in the selection of her college courses, in her adjustment to college life, in her solution of study problems or of other difficulties which might arise.

Many freshmen have college plans which are not realistic in relation to their abilities. Part of the function of the Doheny Campus is to allow the students to try out their abilities and adjust their plans accordingly.

A Job Placement Bureau, provides vocational guidance and employment placement.

## ATTENDANCE

Regularity and punctuality are essential to the successful pursuit of study. Students, therefore, are advised that the number and character of their absences will be taken into account by instructors in determining academic grades. Unless proof to the contrary is furnished, an instructor will assume that an absence is without serious cause.

There is no provision for a system of allowed cuts and absences. In the case of a prolonged absence because of illness or other serious reasons, the recommendation of the Academic Dean is required for the student to be reinstated in class. Students may be dropped from a class for excessive absences when, in the opinion of the instructor, further enrollment in the class would be of little value to the student. Occasionally, a student is excused from class attendance by the Academic Dean in order to represent the college at some function. She should inform the instructors of such excused absences and secure from them assignments for the next class.

Reports of grades are sent to students at the end of each term.

## PROBATION

A student is placed on probation if she fails to maintain a Grade Point Average of 2.0 for courses undertaken in a term. A student on probation must either achieve a G.P.A. of 2.0 or higher during the following term or satisfactorily complete a term in the Student Development Center in order to be readmitted to regular standing.

## DISMISSAL

A student is subject to dismissal for the following reasons:

1. Failure to maintain a minimum G.P.A. of 1.0 during any term.
2. Failure to maintain a minimum G.P.A. of 2.0 during a probationary term.

The Academic Dean has the power to dismiss students and to suspend dismissal. She may also recommend that the Admissions Committee reinstate a dismissed student on a probationary basis.

When extenuating circumstances, such as prolonged illness, account for the student's disqualification, she may be permitted, on petition to the Academic Dean, to continue on probation until the next term.

Enrollment in the College implies willingness on the part of the student to comply with the requirements and regulations of the College. If the student fails to comply with these requirements and regulations, or if it is determined by the Dean for Academic Development and the Dean for Student Development that she is not able to benefit from the opportunities offered by the College, her withdrawal may be requested even though she is charged with no specific breach of discipline.

## WITHDRAWAL

Students who withdraw from the College at any time must file a withdrawal notice with the Registrar. Honorable dismissal may be granted when the form is filed.

Students who wish to re-enter must file an application for readmission with the Admissions Office.

Withdrawing from courses without authorization result in an F. Students withdrawing with authorization will receive a W if passing, and WF if failing.

## EXAMINATIONS

All undergraduate students are required to take the regular course examinations.

## STUDENT DEVELOPMENT

Mount St. Mary's College is engaged in a growth experience designed to provide an atmosphere conducive to the self-actualization of all students, faculty, administrators, and staff alike. The Student Development Program is an integral part of Mount St. Mary's developmental effort. The Office of Student Development, under the direction of the Dean for Student Development, is ultimately responsible for: Recruitment, Admissions, Financial Aid, Personal Counseling, Health Service, Placement, Student Organizations and Activities, and Student Residence.

## STUDENT ACTIVITIES

Students at Mount St. Mary's are encouraged to participate in those programs where they find interest. They may involve themselves in social activities, publications, student government, or departmental clubs. They are also urged to consider membership in various college committees where, with members of the faculty and administration, they may contribute to the policy and procedures involved in their own educational process.

## STUDENT GOVERNMENT

Student government on the Doheny Campus is organized with an executive, legislative, and judicial branch. All full-time and part-time students enrolled in the two-year program of Mount St. Mary's College at the Doheny Campus are eligible for membership in the Associated Student Body and for participation in the governing body in accordance with the procedures set down in the by-laws.

## CAMPUS ORGANIZATIONS

Executive Board—composed of student body officers, class officers, club and committee presidents.

Legislature—a coordinating board of elected class representatives.

Delta Theta Chi—honorary service sorority.

Cultural Affairs Committee—coordinates the Convocation Series and other cultural events on campus.

Red Cross—a unit of the Red Cross College Board.

## PLACEMENT AND VOCATIONAL INFORMATION

Part-time employment opportunities are available. These may be: tutoring, clerical work, child care, and others. Students must register to participate in the part-time placement program.



A resource library containing materials about careers and professional opportunities, as well as a library of catalogues for other colleges and universities, is available for student use. Career and graduate school testing and counseling is also available. During the Spring, representatives from various agencies visit the campus to interview and recruit interested students.

## COUNSELING SERVICE

Students at Mount St. Mary's College may find assistance in an atmosphere of responsible freedom in one or more counseling situations. Counseling may range anywhere from a fifteen minute informational chat with an instructor on the campus to a long-term therapy as a result of a referral to an outside resource through our Department of Psychology or the Health Service.

Students (either individually or in a group) have the opportunity of talking over problems of concern in academic, personal, or vocational matters in an atmosphere of acceptance and in a confidential manner, with a staff of professionally trained psychologists who are also members of the teaching staff. The goals of such counseling are the realization and development of individual resources and increased self-understanding. Psychological testing is also provided when it is deemed appropriate. Appointments may be made at the counseling center or by contacting the individual psychologist.

## HEALTH SERVICE

Students living away from their own homes are cared for by the college physician and/or other specialists at a reputable hospital or treatment center in the event of an accident or illness, until the parent or legal guardian can be contacted. The College carries accident insurance which covers all full-time registered students. All students living away from home are required to carry sickness insurance. Evidence of this coverage must be provided at the time of registration. A reasonably priced insurance is available through the College. A signed consent for the use of the Health Service and care by the college physician must be on file in the Health Services for every student under twenty-one years of age. The college physician arranges to be on campus at regular times each week. Clinical laboratory tests are performed as necessary.

## LIVING ACCOMMODATIONS

On the Doheny campus, a small number of students reside in one of the beautiful old mansions formerly of the Doheny Estate. Because of the relatively small number of students and the physical arrangement of the house, the aim of the staff is to provide opportunities for a rewarding community-living experience.

All students under twenty-one years of age, not living with parents or relatives, must have housing arrangements approved by the College.

## FOUR-YEAR PROGRAMS

### CURRICULUM

The curriculum aims at providing the student with a rich background in the arts and the sciences as well as with intense study in her major interest.

A common background of intellectual experiences during the freshman and sophomore years furnishes the foundation of a liberal education. These experiences aim at the development of (1) the ability to communicate knowledge logically, coherently and articulately; and (2) the ability to apply appropriate principles and techniques to particular problems in the various subject areas.

During the junior and senior years the student is free to pursue deeper study in her major areas of concentration and to take related elective courses.

### DEGREES

Mount St. Mary's College, Main Campus, confers the following degrees:

1. Bachelor of Arts with a major in: Art, Biology, Chemistry, Economics, English, French, History, Latin, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, or special area majors.
2. Bachelor of Science with a major in: Nursing, Home Economics, or Biology.
3. Bachelor of Fine Arts with a major in Art.
4. Bachelor of Music.

## BACHELOR DEGREE PROGRAMS

### APPLICATION PROCEDURE

Applicants for admission to Mount St. Mary's College, Main Campus, should write to the Director of Admissions for application forms. They should then forward the following materials:

1. Complete application form with an application fee of \$15.00 which is not refundable nor applicable to tuition.
2. High school transcript for at least seven semesters and the eighth semester when completed.  
College transfer students should request the Registrar of each college they have attended to forward a copy of their transcript, including work in progress, directly to the Admissions Office. Transcripts submitted become the property of Mount St. Mary's College and cannot be returned to the applicant.
3. Scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT). Arrangements to take the SAT are made by writing to the Educational Testing Service (ETS), 1947 Center Street, Berkeley, California 94704, or Box No. 582, Princeton, New Jersey 08540. Arrangements to take the ACT are made by writing to American College Testing, Box 168, Iowa City, Iowa 52240.
4. Three letters of recommendation, the forms for which will be provided.



Applicants are responsible to see that all these items are received by the Admissions Office. When all materials are on file, the student will be notified concerning her admission. Applicants who are accepted will receive an information sheet explaining tuition and resident deposits, and forms for their physical examination.

## ADMISSION TO FRESHMAN STANDING

Applicants for admission to the College must be graduates of an accredited high school and must have completed the following high school requirements:

1. History—1 unit  
This requirement may be satisfied by one unit of United States History or by  $\frac{1}{2}$  unit of United States History and  $\frac{1}{2}$  unit of civics.
2. English—3 units  
These units must consist of six semesters of college preparatory English including not more than one semester each of public speaking and journalism.
3. Mathematics—2 units  
These must consist of two semesters of algebra and two semesters of plane geometry or an integrated two-year course covering the same material.
4. Laboratory Science—1 unit  
This must consist of a tenth, eleventh, or twelfth-grade full-year course in one laboratory science.
5. Foreign Language—2 units  
These must be in one language. Any foreign language with a written literature is acceptable.
6. Advanced course chosen from one of the following:  
Mathematics. A total of one unit in an advanced mathematics course in addition to the basic two unit requirement.  
Foreign Language. Either one additional unit in the same foreign language offered toward the foreign language requirement or two units of another foreign language.  
Laboratory Science. One unit of laboratory science in addition to the science offered toward the laboratory science requirement.
7. Electives to complete the minimum of 16 standard entrance units.

## Honors at Entrance

Applicants who have at least a 3.3 G.P.A. in academic subjects in high school and who score a minimum of 1150 on the CEEB Aptitude Test or 26 on the ACT test; or applicants who have been recommended by the Honors Committee, are awarded *honors at entrance*. Students from this group will be selected for participation in the Honors Program.

## Scholastic Requirements for Admission to Freshman Standing

1. Courses taken in the ninth grade need show passing grades only.

2. Courses taken in the tenth, eleventh and twelfth grades must show average of B.
3. Courses taken in the tenth, eleventh and twelfth grades for which the student received a grade of D may not be counted as satisfying the subject requirement.

An applicant whose preparation varies with minor deficiencies in subject preparation or grade average from the requirements listed above, may qualify for entrance by earning a sufficiently high score on the SAT or ACT. An applicant accepted with minor deficiencies resulting from not having studied a required subject or from having received lower than C grade in a required subject, may remove the deficiency in two ways:

1. By passing satisfactorily the appropriate course in an accredited high school.
2. By passing satisfactorily a college course of appropriate content.

A deficiency of the type mentioned must be removed before the student can be admitted to Junior Year standing.

### Scholastic Requirements for Admission to Advanced Standing

An applicant who has taken any college-level classes since graduation from high school must apply for admission to advanced standing. The applicant may not disregard a previous college record and apply for admission as a freshman.

Requirements for admission in advanced standing include a cumulative grade point average of at least 2.25 for all college work attempted and an average of at least 2.0 for the semester immediately preceding admission to Mount St. Mary's College.

An applicant who was not eligible for admission as a freshman may be admitted later to advanced standing provided she has completed at least two full-time semesters or their equivalent at an approved junior college and has fulfilled the above requirements.

Accepted applicants will receive transfer credit for courses taken at an approved college or junior college provided the grade received was at least C and provided the courses are comparable to those usually given for credit at Mount St. Mary's College. Courses in which a grade of D or lower was received will not be accepted for credit.

### Foreign Language Placement Examination

Students wishing to continue the study of a modern language begun in high school will take a placement examination to determine the level at which they will continue. Those students who begin a language need not take the placement examination.

### Foreign Student Admission

Students from foreign countries are required to present the results of the TOEFL test as evidence of proficiency in oral and written English, and a guarantee of financial support during their period of study at Mount St. Mary's College, in addition to the general requirements.

## DEGREE APPLICATION

An application for degree must be on file in the Academic Dean's office at the beginning of the last term before graduation.

## GENERAL REQUIREMENTS FOR ALL BACHELOR DEGREES

1. The completion of at least 129 semester units (43 standard courses) with a Grade Point Average of 2.0, (C average) for all college work undertaken at MSMC.
2. Three terms of study immediately preceding graduation at Mount St. Mary's College or a minimum of 24 units. Regular courses in the major must be taken during these last three terms.
3. A minimum of 45 upper division semester units (15 standard courses).
4. The completion of an acceptable major.
5. The fulfillment of the American History and American Institutions requirement.

Candidates for a degree must satisfy the requirement in American History and Institutions by demonstrating a knowledge of American History and of the principles of American Institutions under the federal and state constitution. This requirement may be met by any of the following methods:

1. Satisfactory performance in a comprehensive examination in the field. No credit is given for this examination.
2. Satisfactory completion of History 17/117.
3. Satisfactory completion of other courses approved by the department.

## SPECIFIC REQUIREMENTS FOR DEGREES

In addition to the above, the following are specific requirements for:

### Bachelor of Arts Degrees

1. The completion of a major as designated by the major department with a maximum of 15 courses in the field.
2. The completion of the following general education courses or their equivalent:  
 English 1 and 2  
 History 10  
 Philosophy 5, 20, 21  
 Theology 3, plus 2 other theology courses. (Non-Catholics may substitute courses from an approved list.)  
 Art form course selected from Art 7, Music 6, English 6, Psychology 1  
 Two Social Science courses selected from Econ. 10, Soc. 1, Pol. Sci. 10, Anthro. 2  
 One Physical Science or Mathematics course: selected from Phy. Sci. 11, Chem. 2, Math. 9, 10 or 38  
 One Biological Science course: Biol. 1A (includes laboratory)  
 Two Colloquia  
 The demonstration of a certain degree of proficiency in a Foreign Language

During this academic year, 1971-2, groups of students and faculty will continue developing non-traditional (other) programs of study. These programs will be offered as alternatives to general education requirements.

## Bachelor of Science Degree

### Biology

1. The completion of the specific requirements of the major as designated by the Biology department.
2. Completion of the general education courses as given for the Bachelor of Arts degree with the exception of the foreign language requirement.

### Home Economics

1. The completion of the specific requirements of the major as designated by the Home Economics department.
2. The completion of the following general education courses or their equivalent:

Three Philosophy courses, including Logic

Three Theology courses

Two English courses (English 1 and one literature)

Colloquium required of all Sophomores

Additional courses chosen from one or more of the following fields: Art, Biology, Economics, Anthropology, Foreign Language, Physical Science, Psychology, Sociology.

### Nursing

1. The completion of the specific requirements of the major as designated by the Nursing department.
2. The completion of the following general education courses or their equivalent:  
English 1 and 2  
Philosophy 5, 20, 21  
Theology 3, plus 2 other Theology courses (Non Catholic students may substitute courses from an approved requirement list.)  
Psychology 1  
Sociology 1  
Anthropology 2  
Art form course selected from Art 7, Music 6, or English 6
3. The completion of other courses outside the major as designated by the Nursing department.

## Bachelor of Fine Arts Degree

1. The completion of the specific requirements of the major as designated by the Art department.
2. Completion of the General Education courses as given for the Bachelor of Arts degree with the following exceptions: art form requirement, foreign language requirement, one soc. sci. requirement, and the colloquium requirement.

## Bachelor of Music Degree

1. The completion of the specific requirements of the major as designated by the Music department.
2. The completion of the following general education courses or their equivalent:

Three English courses, one of which must be an English composition course

Two Foreign Language courses

Two History or Political Science courses

Two Philosophy courses

One General Psychology course

One Science course

Three Theology courses (Non-Catholic students may substitute courses from an approved list)

Whenever possible, the department encourages the student to take a minor equivalent in a field outside of music.

## DECLARATION OF A MAJOR

Final declaration of a major is not required until the 3rd term of the Sophomore year. Approval of the Departmental Chairman is required. Students who fail to attain a G.P.A. of C (2.0) in work taken in the prerequisites for the major may, at the option of the Department, be denied the privilege of entering that major. The student must attain an average grade of C (2.0) in all courses undertaken in the major.

## CHANGE OF MAJOR

After entering the junior or senior year, a student may change a major only with the consent of the Chairman of the department to which the student is transferring.

## PLACEMENT AND ACCELERATION

1. Students who pass an Education Testing Services Advanced Placement examination in a given field with a grade of 5, 4, or 3 will be given credit for an equivalent course provided they are properly registered at Mount St. Mary's College.
2. Students who pass placement examinations prepared and administered by Mount St. Mary's College are permitted to substitute a more advanced course in the same field.
3. Credit by examination is possible in some approved areas.

## TRANSFER CREDIT

Credit for courses taken in other accredited colleges or universities is transferrable provided that:

1. The transferred courses satisfy curriculum requirements at Mount St. Mary's College, and
2. That the senior residence requirement is fulfilled.

Credit for extension courses is not automatically transferrable. A maximum of 66 semester units or 99 quarter units for course work taken in an accredited junior college is transferrable.

## CLASSIFICATION OF STUDENTS

Full-time students:

Carry three or four courses per term.

Part-time students:

Carry less than three courses per term.

Unclassified students:

Take a course or courses for academic credit without following a prescribed curriculum towards a degree.

Auditors:

Attend class sessions regularly but are not obliged to take examinations. They receive no credit for courses audited.

## CLASSES

Sophomore standing is granted to a student who has completed 30 semester units (10 standard courses), or the unit equivalent.

Junior standing is granted to a student who has completed 60 semester units (20 standard courses), or the unit equivalent.

Senior standing is granted to a student who has completed 90 semester units (30 standard courses), or the unit equivalent.

## GRADES

Results of examination, term reports, and the general average of the scholastic standing of a student in her entire course are indicated by the following system of grades:

Passing: A, excellent; B, good; C, average; D, barely passing; P, pass; W, withdrawal.

Not passing: F, failure; (inc.), incomplete, a temporary term indicating that while work is of passing quality, yet portions of it remain unfinished owing to illness or similar unavoidable causes. The "incomplete" may be removed in such a manner as the instructor may determine. The "incomplete" must be removed before the end of the following term or it becomes a "failure." Responsibility for the removal of an "incomplete" rests with the student.

Grade	Grade Points Per Unit
A	4
B	3
C	2
D	1
F	0
P & W	do not count in the grade point
WF	0

At the end of each term the student will receive a grade in every class in which she was enrolled.

Sophomores, Juniors, and Seniors are permitted to take upper-division electives on a pass/fail basis.

## TRANSCRIPTS

Transcripts are issued on written request of students or graduates. The first transcript is free; subsequent transcripts are \$1.00 each. One week should be allowed for processing.

No grade or transcripts of grades are issued to those whose financial account has not been settled in full.



## JUNIOR YEAR ABROAD

Mount St. Mary's College offers several opportunities for foreign study during one or each term of the junior year. Arrangements have been made with the following foreign universities to accept students from Mount St. Mary's and to transfer their grades: La Universidad Iberoamericana, Mexico City, Mexico; Laval University, Quebec, Canada; University of Vienna, Vienna, Austria.

Students who wish to take part in the program for foreign study must obtain the approval of the Academic Dean and the chairman of their major department. They must qualify by a grade point average of 2.5 (C+). If they plan to attend classes in which the lectures are given in a foreign language, they should have sufficient proficiency in that language before entering the program. To facilitate transfer of credits from foreign universities, students should register their courses for the year abroad at Mount St. Mary's. The fee for this registration is \$5.00. Further information may be obtained from the office of the Academic Dean.

## HONORS PROGRAM

The purpose of the Honors Program is to provide intellectual stimulation for the superior student to develop her ability to relate and synthesize learning and to provide opportunities for a broader and deeper knowledge of various disciplines.

The program includes, Honor classes and opportunities for self-directed and independent study.

## DEAN'S LIST

The Dean's List gives recognition of full-time students who have obtained a grade point average of 3.3 or higher for the preceding term. To give public recognition to scholarly achievement, the Dean's List is posted each term.

## GRADUATION WITH HONORS

Degrees with honors are conferred on full-time students who attain the standards of one of the following distinctions, which are based on scholarship:

Summa cum laude shall be granted to a student who has received a grade point average of 3.8 or higher.

Magna cum laude shall be granted to a student who has received a grade point average of 3.5 to 3.8.

Cum laude shall be granted to any student who has received a grade point average of 3.3 to 3.5.

The overall G.P.A. at the beginning of the last term of academic work is used in determining honors. To be eligible a student must have completed the last two years at Mount St. Mary's.

## ACADEMIC ADVISEMENT

Academic advisement is conducted by the student's major department. Academic advisors are assigned at the time of registration. The academic advisor assumes responsibility for assisting the student to select an appropriate course of study.

## ATTENDANCE

Regularity and punctuality are essential to the successful pursuit of study. Students, therefore, are advised that the number and character of their absences will be taken into account by instructors in determining academic grades. Unless proof to the contrary is furnished, an instructor will assume that an absence is without serious cause.

There is no provision for a system of allowed cuts and absences. In the case of a prolonged absence because of illness or other serious reasons, the recommendation of the Academic Dean is required for the student to be reinstated in class. Students may be dropped from a class for excessive absences when, in the opinion of the instructor, further enrollment in the class would be of little value to the student. Occasionally, a student is excused from class attendance by the Academic Dean in order to represent the college at some function. She should inform the instructors of such excused absences and secure from them assignments for the next class.

Reports of grades are sent to students at the end of each term.

A minimum grade point average of 2.0 is required in the work of the lower division before a student can be granted junior standing. The same grade point average is required in the upper division before the student can be graduated.

## PROBATION

A student is placed on probation if she fails to maintain a 2.0 G.P.A. for all courses undertaken in a term. A student on probation must achieve a G.P.A. of 2.0 or higher during the following term in order to be readmitted to regular standing.

## DISMISSAL

A student is subject to dismissal for the following reasons:

1. Failure to maintain a minimum G.P.A. of 1.0 during any term.
2. Failure to maintain a minimum G.P.A. of 2.0 during a probationary term.

The Academic Dean has the power to dismiss students and to suspend dismissal. She may also recommend that the Admissions Committee reinstate a dismissed student on a probationary basis.

When extenuating circumstances, such as prolonged illness, account for the student's disqualification, she may be permitted, on petition to the Academic Dean to continue on probation until the next term.

Enrollment in the College implies willingness on the part of the student to comply with the requirements and regulations of the College. If the student fails to comply with these requirements and regulations, or if it is determined by the Dean for Academic Development and the Dean for Student Development that she is not able to benefit from the opportunities offered by the College, her withdrawal may be requested even though she is charged with no specific breach of discipline.



## WITHDRAWAL

Students who withdraw from the College at any time must file a withdrawal notice with the Registrar. Honorable dismissal may be granted when the form is filed.

Students who wish to re-enter must file an application for readmission with the Admissions Office.

Withdrawal from a course without authorization result in F. Withdrawal with authorization will be recorded W if the student is passing and WF if the student is failing.

## EXAMINATIONS

All undergraduate students are required to take the regular course examinations.

## STUDENT DEVELOPMENT

Mount St. Mary's College is engaged in a growth experience designed to provide an atmosphere conducive to the self-actualization of all students, faculty, administrators, and staff alike. The Student Development Program is an integral part of Mount St. Mary's developmental effort. The Office of Student Development, under the direction of the Dean for Student Development, is ultimately responsible for: Recruitment, Admissions, Financial Aid, Personal Counseling, Health Service, Placement, Student Organizations and Activities, and Student Residence.

## STUDENT ACTIVITIES

Students at Mount St. Mary's are encouraged to participate in those programs where they find interest. They may involve themselves in social activities, publications, student government, or departmental clubs. They are also urged to consider membership in various college committees where, with members of the faculty and administration, they may contribute to the policy and procedures involved in their own educational process.

## STUDENT GOVERNMENT

The student government of the Associated Students of Mount St. Mary's College Main Campus is in a state of transition. In April, 1969, the Constitution of the Associated Students was suspended for one year. This action was taken so that a Student Government Planning Committee could review, alter, or eliminate the constitution. The Planning Committee found that the existing constitution did not suit Mount St. Mary's College and therefore, on April 24, 1970, the students voted to adopt Proposition "A" to serve as a transitional document to govern the Associated Students.

## CAMPUS ORGANIZATIONS

To foster interest in the special fields which students are pursuing and to supply the broadening experience which organized discussions and planned programs furnish, various clubs have been established. There are religious, service, departmental, professional, social, and honorary organizations to meet the interests of all students. The Honor Societies are:

Alpha Mu Gamma.....	National Foreign Language Honor Society
Delta Epsilon Sigma.....	National Catholic Honor Society
Kappa Gamma Pi.....	National Catholic Women's Honor Society
Lambda Iota Tau.....	National Literature Honor Society
Phi Alpha Theta.....	International History Honor Society
Pi Delta Phi.....	National French Honor Society
Pi Theta Mu.....	Service Honor Society
Sigma Delta Pi.....	National Spanish Honor Society

The Professional Organizations are:

Student California Teachers' Association.....	Education
Student Nurses' Association of California.....	Nursing
Lambda Omicron Chi.....	Home Economics
American Chemical Society Student Affiliates.....	Chemistry

## ORIENTATION

Orientation for all new students is coordinated by a student-faculty committee. This committee usually begins its work in March and culminates with the programs and activities that take place prior to the opening of school in the Fall. A general orientation to the Mount campus and to the adjacent Santa Monica and Westwood areas is part of the program, as is the language placement test, "moving in" for the resident students, and getting acquainted with the faculty, staff, and administrative officers.

## PLACEMENT AND VOCATIONAL INFORMATION

Part-time employment opportunities are available. These may be: tutoring, clerical work, child care, and others. Students must register to participate in the part-time placement program.

A resource library containing materials about careers and professional opportunities, as well as a library of catalogues for other colleges and universities, is available for student use. Career and graduate school testing and counseling is also available. During the Spring, representatives from various agencies visit the campus to interview and recruit interested students.

## COUNSELING SERVICE

Students at Mount St. Mary's College may find assistance in an atmosphere of responsible freedom in one or more counseling situations. Counseling may range anywhere from a fifteen minute informational chat with an instructor on the campus to a long-term therapy as a result of a referral to an outside resource through our Department of Psychology or the Health Service.

Students (either individually or in a group) have the opportunity of talking over problems of concern in academic, personal, or vocational matters in an atmosphere of acceptance and in a confidential manner, with a staff of professionally trained psychologists who are also members of the teaching staff. The goals of such counseling are the realization and development of individual resources and increased self-understanding. Psychological testing is also provided when it is deemed appropriate. Appointments may be made at the counseling center or by contacting the individual psychologist.

Religious counseling is also available through the Chaplain.

## HEALTH SERVICE

Students living away from their own homes are cared for by the college physician and/or other specialists at a reputable hospital or treatment center in the event of an accident or illness, until the parent or legal guardian can be contacted. The College carries accident insurance which covers all full-time registered students. All students living away from home are required to carry sickness insurance. Evidence of this coverage must be provided at the time of registration. A reasonably priced insurance is available through the College. A signed consent for the use of the Health Service and care by the college physician must be on file in the Health Services for every student under twenty-one years of age. The college physician arranges to be on campus at regular times each week. Clinical laboratory tests are performed as necessary.

## LIVING ACCOMMODATIONS

On the Main Campus, students reside in two residence halls with a capacity of approximately three hundred. The Director of Residence is responsible for the general well-being of all the resident students.

Primary emphasis in staff-student relations is to help them view the residence hall as a social situation in which the formation of personal values is enhanced and integrity tested. It is not merely a well-regulated place in which to reside.

Much time and attention is given to assigning rooms and roommates. Every effort is made to provide a living environment which will allow the students privacy along with freedom to develop relationships conducive to their social and educational development.

In addition to the Director of Residence, who sees "availability" as one of her prime concerns, there is a religious faculty member on each floor of the residence halls. Faculty members represent various disciplines and make themselves available so that the students feel free to drop in for everything from a "hello" to discussing a complex and frustrating life situation.

All students under twenty-one years of age, not living with parents or relatives, must have housing arrangements approved by the college.

## GRADUATE PROGRAMS

The Graduate Division is organized under the administration of the Academic Dean, Doheny Campus, and the Graduate Council. The Academic Dean serves as chairman of the Graduate Council.

The Graduate Council has general supervision over those rules and regulations of the College which concern graduate work and advanced degrees. It determines the qualifications for membership in the Graduate Division faculty and approves all courses taken for graduate credit.

All programs in the College beyond the bachelor's degree are under the administration of the Graduate Division.

## FIELDS OF GRADUATE STUDY

The Graduate Division offers work leading to the Master of Arts in Spanish, the Master of Arts in Teaching with a major in History or Spanish, the Master of Science in Education with a concentration in Administration-Supervision, Cultural Foundations, Pupil Personnel Services, Special Education, and Urban Education.

The Graduate Division also offers courses which qualify the student for the Standard Teaching Credential with specialization in Elementary Teaching or Secondary Teaching, and for the Standard Supervision Credential.

## ADMISSION TO THE GRADUATE DIVISION

Students may apply to the Graduate Division for classified, credential, or unclassified status.

### Admission to Classified Status

A student who holds a bachelor's degree or its equivalent from an accredited college or university is eligible for admission to classified status, by which he signifies his intention to pursue a master's degree program. The student's previous academic record must give evidence of the ability and preparation necessary for successfully pursuing graduate study.

In the event that the applicant's undergraduate record does not include all the requisite courses or a satisfactory average, he may be obliged to take supplementary undergraduate work to fulfill the requisites of his major department. This demand for additional prerequisites should not be prejudicial to the college previously attended by the applicant.

At least one month before the applicant plans to begin graduate work the following should be in the Graduate Office:

1. Application\* and application fee.
2. Medical certificate\*
3. Three letters of recommendation\* from college instructors and/or administrators who have had ample opportunity to judge the applicant's academic qualifications.
4. Two official transcripts of all previous college work, both undergraduate and graduate, sent directly by the particular institutions.
5. Scores for the Graduate Record Examinations.

\*Forms are obtained from the Graduate Office.

Admission to classified status is approved by the Academic Dean, Doheny Campus, or by the Graduate Council. The applicant's status is tentative until formal approval is given; notice of this action is sent directly to the applicant as soon as possible.

Admission to the Graduate Division does not constitute advancement to candidacy for the master's degree.

The Aptitude Test of the Graduate Record Examinations is required of all students prior to admission to graduate work toward a master's degree. Students whose cumulative upper division grade point average is 3.0 or above, or who hold advanced

degrees, may be exempted from the Aptitude Test at the discretion of the Academic Dean, Doheny Campus, and the department concerned.

The GRE Advanced Area Test is required at the option of the major department. See the major department listings for the specific requirements.

Applicants for classified status who have not taken the Graduate Record Examinations may be admitted to unclassified status provided they take the Aptitude Test during the first term of study and the Advanced Test before completing twelve semester hours of work. Work completed during the term of classification is considered to be completed in classified status. Application blanks for the Graduate Record Examinations may be obtained from the Graduate Office or directly from Educational Testing Service, Box 1502, Berkeley, California 94701.

The Graduate Record Examinations will not replace other records of achievement as a basis for admission, but they will offer additional evidence concerning the qualifications of students desiring to undertake graduate work.

The applicant should arrange for a personal interview with the major department graduate adviser before registering for courses.

#### Admission to Credential Status

The applicant should fill out an admission form for credential status and file it in the Graduate Office.

A student who holds a bachelor's degree from an accredited college or university and who fulfills the Department of Education requirements is eligible to become a candidate for a teaching credential. A student who holds a master's degree from an accredited college or university, who possesses a valid basic clear credential, and who fulfills the Department of Education requirements is eligible to become a candidate for the Standard Supervision Credential. Students must see an adviser before registering.

#### Admission to Unclassified Status

The applicant should fill out an admission form for unclassified status and file it in the Graduate Office.

A student who holds a bachelor's degree from an accredited college or university is eligible for admission to unclassified status. He may take either undergraduate courses in subjects of his special interest or graduate courses for which he is qualified. Students must see an adviser before registering.

Unclassified students are expected to conform to the prevailing standards of scholarship and attendance. If an unclassified student should later alter his decision and become an applicant for a degree, only that work may be accepted for classified status which satisfies the requirements of the program the student is entering, and which meets with the approval of the department and the Graduate Council.



## SCHOLASTIC REGULATIONS

### Credit Limit

The number of semester hours of work taken in the respective terms or summer sessions shall be determined by consultation with the departmental advisers. Students normally carry nine semester hours of graduate work during a regular term and six semester hours of graduate work during the summer session.

### Grades

A—Excellent	F—Failure	W—Withdrawal
B—Good	I—Incomplete	WF—Withdrawal Failing
C—Acceptable	P—Pass	

The grade point average for all work presented for an advanced degree must be at least 3.0 or B average. A required course in which an unsatisfactory grade has been received must be repeated. To secure graduate credit for an upper division course permitting such credit, the student must obtain a grade of B or better. An incomplete which is not removed by the end of the following term will automatically become a failure. No incompletes are given in summer session.

### Transfer of Credit

In general, all work for the master's degree must be done in residence at Mount St. Mary's College. A maximum of six semester hours, however, may be accepted from a recognized graduate school provided the courses fulfill certain conditions. Petition for such transfer should be made when the student has been admitted to classified status.

### Graduate Study in Summer Session

The Graduate Division offers summer session programs which will usually enable the student to complete his work for the master's degree in five summers. Graduate students in the summer session are subject to the same scholastic requirements as those in the regular academic year.

### Foreign Students

In addition to the general requirements for admission to the Graduate Division, students from foreign countries are required to present evidence of proficiency in oral and written English, and a guarantee of financial support during their period of study at Mount St. Mary's College. Further details will be found in INFORMATION FOR PROSPECTIVE STUDENTS FROM OTHER COUNTRIES which will be sent upon request from the Graduate Office.

## GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

### Courses and Hours of Credit

Since degrees are awarded for attainment in scholarship, any quantitative requirements stated below must be considered as minimum standards.

Thirty semester hours of course work and a comprehensive examination are required for the degree of Master of Arts.

Thirty semester hours of course work and a written report of a project in the field of educational practice are required for the degree of Master of Science in Education.

Thirty semester hours of course work and an examination are required for the degree of Master of Arts in Teaching.

The student's program should be so organized as to form an integrated area of study. The program will be directed by the professor in charge of graduate studies in the major department and approved by the Academic Dean, Doheny Campus.

While all of the work counted toward the master's degree must be of distinctly advanced character, the courses need not all be taken from the 200 level. With the approval of the graduate adviser in the major field and the Academic Dean, upper division courses suitable for a well-rounded program may be included provided that the student registers for graduate credit in advance and earns at least a B grade in them. The proportion of such courses that may be included in a given program may not exceed twelve semester hours.

No graduate credit is allowed for work completed in correspondence courses. Graduate credit for extension courses is allowed only with the approval of the department and the Graduate Council.

#### Residence and Time Limit

All courses toward the master's degree should ordinarily be taken in residence at Mount St. Mary's College. The minimum time of residence for the degree is three terms, or one term and three summer sessions, or two terms and one summer session, or four summer sessions.

The degree must ordinarily be earned within five consecutive years or nine consecutive summer sessions; credit will not be granted for work extending beyond these limits. Any term or summer session in which the student fails to register in the Graduate Division is included in these limits.

Students may work concurrently toward a master's degree and a credential. Such a combined objective will generally require more total credit hours and longer residence.

#### Candidacy

Students must initiate an Application for Admission to Candidacy. This must be done not later than one semester before the date of completion of the requirements for the degree. Forms are available in the Graduate Office. To be eligible for candidacy for the master's degree, students must have:

1. Attained classified status.
2. Completed twelve semester hours of graduate work with a satisfactory average.
3. Had their thesis or project topic, or examination areas (as required by the department) approved.

Written notice of the above approval and advancement to candidacy will be sent to the student directly from the Graduate Office.

#### Examination

Candidates for the Master of Arts in Spanish and the Master of Arts in Teaching are required to take an examination at the completion of their course work.

This examination may not be taken more than twice, and the time limit between the two attempts will be determined by the Academic Dean, Doheny Campus, in consultation with the major department.

### Project

Candidates for the Master of Science in Education are required to present a project in the field of educational practice. The procedure for the presentation of the project is outlined below.

This project provides an opportunity for the student to obtain first-hand experience in research methods under competent direction. The topic for the project should be limited in scope and give evidence of the student's ability to organize knowledge, to analyze critically, and to present the results in a readable and accurate form.

A brief description of the topic and of the proposed method of investigation must accompany each topic presented to the Graduate Advisor for Education for approval. The project should be registered for as a regular course (295) any semester after admission to candidacy.

The candidate must present his completed project to his major professor not later than the date established in the current academic calendar. It must be approved by him before being finally typed according to the prescribed form. Two copies must be filed with the Academic Dean, Doheny Campus, at least one week before the date on which the degree is to be conferred. Specific directions regarding the format and typing of projects may be obtained from the Graduate Office.

### Application for degree

Candidates must file a formal application for the master's degree at the Graduate Office. The final date for this application may be found in the spring schedule of classes.

### Commencement

Candidates upon whom degrees are to be conferred are required to be present at Commencement unless specially excused by the Academic Dean, Doheny Campus.

### Student Responsibility

Responsibility for complying at the proper time with regulations and procedures rests with the student. The written authorization of the Academic Dean, Doheny Campus, is required for any exception to printed regulations.

## MASTER'S DEGREE PROGRAMS

### THE MASTER OF ARTS IN SPANISH

Thirty semester hours and a comprehensive examination.

Prerequisites: An undergraduate major in Spanish of a minimum of 24 upper division semester hours including Sp. 142 (History and Civilization of Spain), Sp. 147 (Literary Analysis) and any one course in the Golden Age and the contemporary period.



## Required Courses in Spanish

A minimum of 10 three-unit graduate courses, five of which must be in peninsular literature (including at least one course in the Golden Age and one course in the contemporary period), three in Spanish-American literature, one in Historical Grammar or in Linguistics. A comprehensive examination. No student will be permitted to take this examination more than twice.

## THE MASTER OF ARTS IN TEACHING

Eighteen semester hours of course work in one of the following major fields and twelve semester hours in Education, for those already holding a teaching credential (Plan A); six to eleven additional semester hours for those pursuing a teaching credential along with the MAT (Plan B); an examination at the conclusion of the program.

### I. The Master of Arts in Teaching with a Major in History.

Prerequisites in History:

An undergraduate major in history, or the equivalent, including History 101 and 198.

Required Courses in History:

History 293; three selections from upper division courses that may carry graduate credit; and two selections from graduate seminars, with the approval of the graduate adviser.

Prerequisites in Education:

Educ. 171 or equivalent.

Required Courses in Education.

### Plan A. For those who hold a Standard Teaching Credential:

Educ. 201, one course chosen from 202, 203, 204, and two elective courses.

### Plan B. For those pursuing the Standard Teaching Credential along with the MAT:

Elementary. Educ. 136, 137ABC, 206, and 335AB.

Secondary. Educ. 172, 173, 206, 377, and one elective.

Examination:

A written examination in an area not previously covered by course work, the preparation for which is largely on the student's own initiative.

### II. The Master of Arts in Teaching with a Major in Spanish.

Prerequisites in Spanish:

An undergraduate major in Spanish and Sp. 370.

Required Courses in Spanish:

Span. 115\*, 147\*, 118\*, and three graduate courses in Spanish.

Prerequisites and Required Courses in Education:

Same as for the MAT in History.

Examination:

A written examination in the major field.

## MASTER OF SCIENCE IN EDUCATION

Thirty semester hours of graduate course work (15-18 semester hours in Education) and a project in the field of educational practice is required for the degree.

### Prerequisites:

A bachelor's degree and a teaching credential or its equivalent (including twelve semester hours of upper division courses in education in the areas of educational psychology, foundations of education, and curriculum).

### Required Core Courses:

Nine semester hours including Ed. 200, 201, and one course chosen from Ed. 202, 203, 204.

Ed. 295 (Project Guidance) carries no unit credit.

### Areas of Concentration:

With the aid of the graduate adviser, the student selects one area of study from the following:

1. Administration-Supervision  
(Ed. 205, 212/213, 215, 216, 255, 256, 257, 298)  
N.B. For students pursuing the degree and the Standard Supervision Credential see the credential program.
2. Cultural Foundations  
(Ed. 201, 202, 203, 204, 206)
3. Pupil Personnel Services  
(Ed. 260, 261, 263, 264, 269; Psy. 224, 225, 230, 235)
4. Special Education  
(Ed. 240 through 251)  
N.B. For students pursuing the M.S.M.C.-Frostig Program in Special Education, additional residency and internship at the Frostig Center are required.
5. Urban Education  
(Ed. 220, 221, 222, 230A-B; Soc. 161\*, 175\*, 190\*)

### Electives

The remaining units may be devoted to a minor area selected in consultation with the graduate adviser in cooperation with other departments.

## GRADUATE CERTIFICATE IN TEACHING ENGLISH AS A SECOND LANGUAGE FOR NON-NATIVE SPEAKERS OF ENGLISH

### Prerequisites:

- A. Eng. 105J, 106J, 107J, 108J, and 150J.
- B. Acceptance into Mount St. Mary's teacher preparation program.
- C. Passing of a written and oral proficiency examination in English.

### Requirements:

- A. Educ. 350J. Methods and Materials in Teaching English as a Second Language.  
Prerequisites: Eng. 150J and passing of the English

proficiency examination.

- B. Educ. 336 (4). Elem. Supervised Teaching: English as a second Language.  
Educ. 378 (3). Sec. Supervised Teaching: English as a Second Language.  
Prerequisites: Educ. 350J and approval of the Education and English Departments.
- C. All courses required for the standard teaching credential.

## GRADUATE CERTIFICATE IN TEACHING ENGLISH AS A SECOND LANGUAGE FOR NATIVE SPEAKERS OF ENGLISH

### Prerequisites:

- A. An undergraduate English minor consisting of Eng. 1, 2, 105, 110, 113, 130, 155 or comparable courses.
- B. Some foreign language study at the college level.
- C. Acceptance into Mount St. Mary's teacher preparation program.

### Requirements:

- A. Eng. 250. Bilingual Comparative Studies.  
Prerequisites: Eng. 110 and 113/213.
- B. Educ. 351. Methods and Materials in Teaching English as a Second Language.  
Prerequisites: Eng. 250.
- C. Educ. 336 (4). Supervised Teaching Elem.: English as a Second Language.  
Educ. 378 (3). Supervised Teaching Sec.: English as a Second Language.  
Prerequisites: Educ. 351 and approval of the Education and English Departments.
- D. All courses required for the standard teaching credential.

### Recommended courses in allied fields:

Educ. 230 AB, Language of the Inner City; Psych. 134, Theories of Learning; Psych. 135\*, Dynamic Psychology; Soc. 120, Culture and Personality; Soc. 161\*, Racial and Cultural Minorities.

## FINANCIAL AID

Mount St. Mary's College offers financial aid in the form of full and partial tuition grants, scholarships, loans, and employment to students indicating promise of success in college and having financial need. All aid applicants must submit a Parent's Confidential Statement (PCS) processed by the College Scholarship Service, Box 1025, Berkeley, California 94701 or Box 582, Princeton, New Jersey 08540. Students may obtain a PCS from their high school or by writing to one of the above addresses. PCS should be mailed by February 1 to meet the March 1 deadline. The student is responsible for meeting deadlines.

For specific information regarding financial aid the student should contact the office of Financial aid.

## COLLEGE EXPENSES

Full payment of all expenses, with the exception of special fees, is due on or before registration day of each term or semester.

## GENERAL TUITION AND FEES

### Undergraduate Students

#### Tuition

Term—full-time	\$460.00
part-time—less than 9 units (per unit)	50.00
Semester—full-time	690.00
part-time—less than 12 units (per unit)	50.00
Tuition Deposit (non-refundable)	50.00
(Required of all incoming full-time undergraduate students)	

### Graduate Students

Tuition (per unit)	\$ 50.00
Project guidance (per term)	50.00

Members of Religious Communities — 40% tuition discount.

### Special Programs

College Classes for High School Students (per course)	50.00
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Tuition and fees for courses given at off-campus locations will be calculated on an individual basis.

### Examination Fees

ETS Aptitude Test	\$ 8.00
TOEFL	10.00
Comprehensive Examination	50.00
Credit for a course by examination	
Full-time student (per course)	25.00
Others (per course)	50.00

### General Fees

Application for admission (all students)	\$ 15.00
Registration out of scheduled time	10.00
Graduation fee	50.00
Transcripts (each after the first)	1.00
Evaluation academic work taken at other institutions	5.00
Evaluation and Verification (Cuban Program)	20.00
Placement file (Cuban Program)	25.00

### Course Fees

#### Student teaching

Elementary (per unit)	\$ 5.00
Secondary (per unit)	5.00
Education 137A	7.00
Education 137B	7.00
Education 137C	7.00
Home Economics 146 (Home Management Lab)	130.00
Home Economics 135 (Off-campus Lab)	10.00
Applied Music—part-time students (per course)	15.00
Private Music lessons — Fee paid to instructor	

Miscellaneous

Accident/sickness insurance (per year)	\$ 25.00
Optional for day students	
Foreign study course registration (per term)	5.00
Books and supplies cost approximately \$150.00 per year and are sold on a cash basis in the Mount St. Mary's College bookstores.	

RESIDENCE HALLS

Main Campus

Board and small double room (per term)	\$375.00
Board and large double room (per term)	400.00
Board and single room (per term)	420.00
Board and single room - private bath (per term)	450.00

Doheny Campus

Prague Hall (per term)	\$400.00
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An additional \$6.00 per day charge is made for residence during interterm vacation periods.

An advanced payment of \$100. (\$75. after the first year of residence) is required for a room reservation. \$75. is applied to the student's account for the first term each year; \$25. is retained from the first payment as a room deposit until such time as the student discontinues residence. Reservation charge is forfeited if notice of withdrawal is received after August 15. Room deposit is forfeited if notice of intention to withdraw from residence is not given to the director of residence prior to the close of the fall/winter term.

Rooms are reserved for the year. Room assignments are made in the order of the receipt of the reservation payment. Students already in residence make a deposit of \$75. for priority in requesting a room for the following school year.

WITHDRAWAL CHARGES

When a full or part-time student withdraws from the college, the following scale applies:

Period of Time	Charge
During 1st week (Tuition) administration fee	\$ 25.00
(Rm./Bd.)	25%
During 2nd week (Tuition; Rm./Bd.)	25%
During 3rd week (Tuition; Rm./Bd.)	50%
During 4th week (Tuition; Rm./Bd.)	75%
After 4th week	100%

No adjustment is made for a student when he reduces the number of units for which he has registered.

The date on which the notice of withdrawal is filed with the Registrar's Office is used to calculate the amount charged for tuition and/or room and board.

When outside agencies, grants, scholarships, or loans do not cover the withdrawal or change of unit charge, the individual will be responsible for the amount due.

No degree will be conferred on any student, nor will a statement of credits be furnished unless all accounts are paid in full.





# PICTURE YOURSELF

in a Mount St. Mary's College  
program at the Chalon Campus  
12001 Chalon Road  
Los Angeles, California 90049

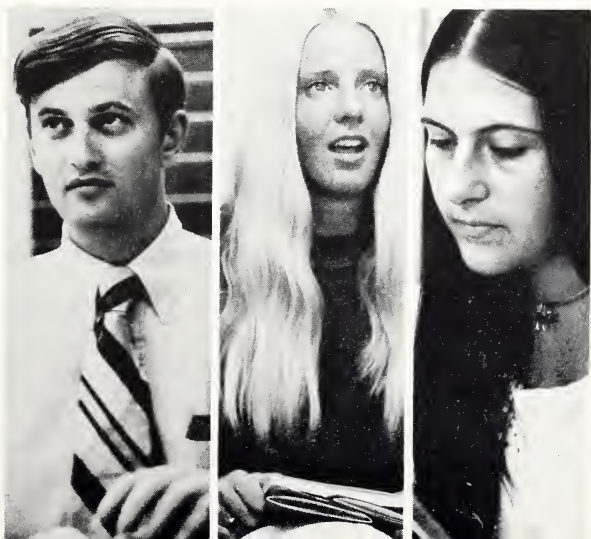


*Men and Women in the music degree;  
Women in other four-year degrees.*



or in a Mount St. Mary's  
College program at the  
Doheny Campus  
10 Chester Place  
Los Angeles 90007

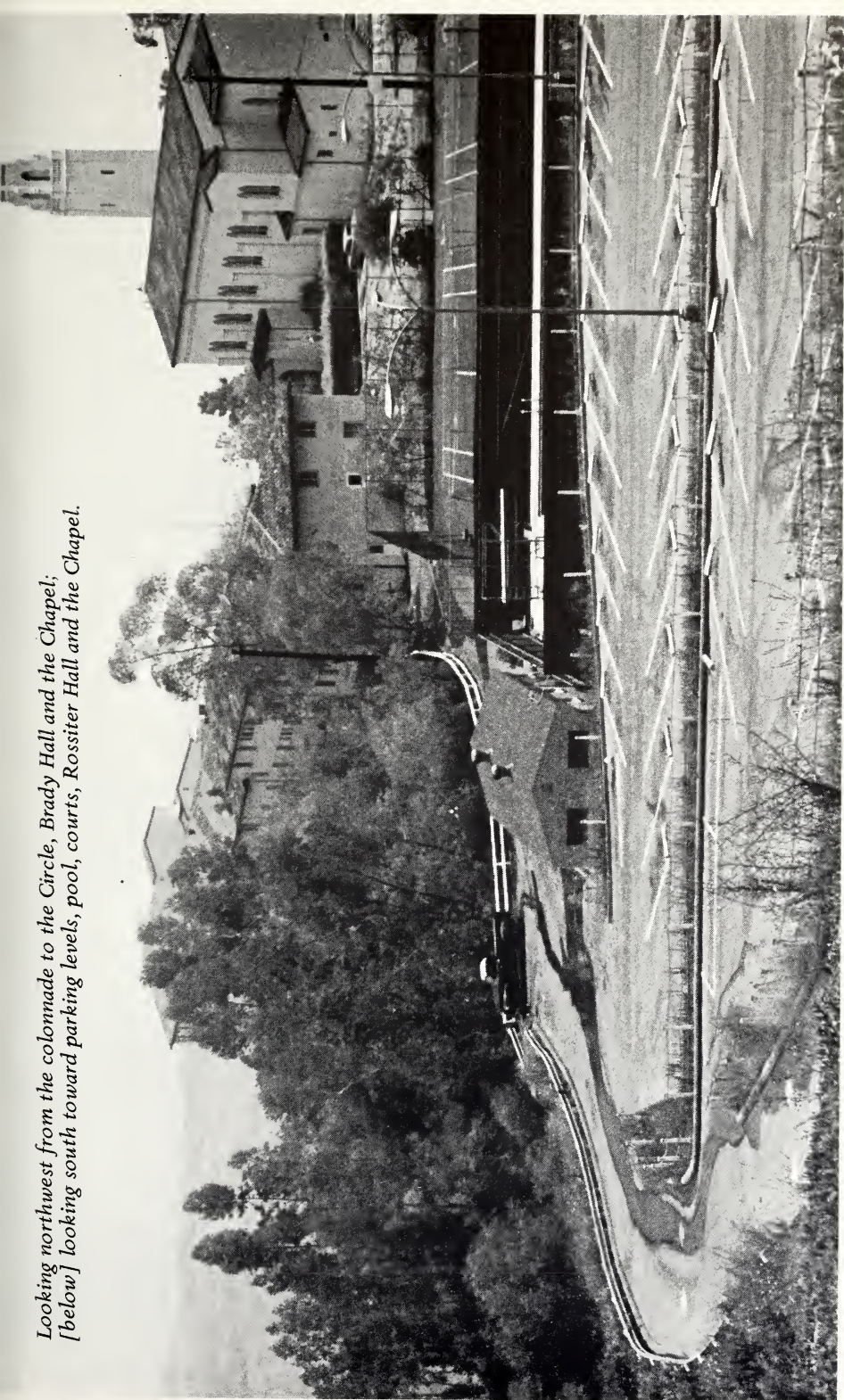
*Men and Women in  
graduate and extended  
day; Women in the  
two-year degree.*







*Looking northwest from the colonnade to the Circle, Brady Hall and the Chapel;  
[below] looking south toward parking levels, pool, courts, Rossiter Hall and the Chapel.*







*The Charles Willard Coe Library; [at right] the Humanities Building*



*Administration Building and the College Theater  
above the city of Los Angeles and Santa Monica Bay*







*The von Klein Smid Hall  
for early childhood teacher training  
—in No. 17*



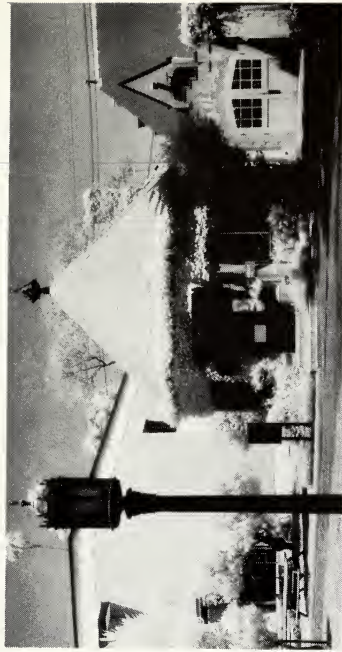
*Fontbonne Hall  
for administration  
—in No. 10*



*Lecture hall, classrooms and labs  
—in No. 4*



*Carondelet Center  
for the students*





*Doheny Hall  
-in No. 8*

*[Photography by Peter Suszynski]*





## COURSES OF INSTRUCTION

### THE ACADEMIC YEAR

This includes three regular ten-week terms (exclusive of exams) Fall, Winter and Spring, and a six-week Summer Session.

The afternoon, evening and Saturday classes are on the regular 15-week semester calendar.

### THE STANDARD COURSE

A Standard Course is equivalent to three semester units (four and one-half quarter units). The standard semester unit is equivalent to 15, 50 minute periods, (this is met by 13, 60 minute periods per term or the equivalent). The standard semester unit for a laboratory course is equivalent to 45, 50 minute periods, (this is met by 38, 60 minute periods).

### CLASSIFICATION AND NUMBERING OF COURSES

- 0 - 99 Lower Division
- 100 - 199 Upper Division
- 200 - 299 Graduate
- 300 - 399 Professional

### CREDIT

All credit is recorded in semester units.

### CURRENT OFFERINGS

For courses offered any given term consult the "Schedule of Classes," which is distributed each term prior to the Registration period. The College reserves the right to cancel any course listed in the "Schedule of Classes."



## DEPARTMENT OF ART

### *BACHELOR OF ARTS*

**PREPARATION** for the Major: 6 courses—Art 1, 2, 3, 4, 5, plus two courses chosen from 10, 11, 12, 22.

**THE MAJOR:** 9 upper division courses—Three of which must be in Art History.

**THE TEACHING MINOR:**

A minimum of 7 courses including Art 1, 2, 3, 4, 5, 111, 112.

### *BACHELOR OF FINE ARTS*

Concentration in one of the following areas: painting, printmaking or ceramics.

**REQUIREMENTS:** 43 courses, 24 courses in Art. In addition to the General Requirements, the following are specific requirements for the Bachelor of Fine Arts:

The completion of the following courses or their equivalent:

English 1, 2

Philosophy 5, 20, 21

Theology 3 plus 2 elective courses

Psychology 1

Biology 1A

Two Social Science courses selected from Econ. 10, Soc. 1, Pol. Sci. 10,

Anthro. 2, Hist. 10

One Physical Science or Math

**PREPARATION** for the Major — Art 1, 2, 3, 4, 5, 10, 11, 12, 20, 22, 23.

**THE MAJOR** — Art 170, 171, 172, 175, 176. Eight upper division courses in area of concentration. All B.F.A. candidates must prepare and produce a portfolio and exhibition at the end of the senior year.

## Art

### 1. DRAWING I (3)

Development of basic drawing skills. Emphasis on fundamentals of form, structure and composition. Several black and white media are used.

### 2. DESIGN I (3)

An investigation of the elements and principles of design and their function in specific problems. Emphasis is placed on color.

### 3. THREE-DIMENSIONAL DESIGN (3)

Application of design considerations to three-dimensional constructions. A variety of materials are used.

Prerequisite: Art 2.

### 4. PAINTING I (3)

Emphasis is placed on the creative use of color based on the understanding of visual structural elements. Various media are used.

Prerequisites: Art 1 and 2.

### 5/105. FUNDAMENTALS OF ART (3)

Lectures with slides and motion pictures illustrating creative forms within the visual arts. Areas covered range from the home and community, through design for industry and commerce, to a broad interpretation of painting, sculpture, crafts and architecture. Planned for all students including the art major.

Course fulfills Freshman Art Form requirement.

### 9. DESIGN II (3)

An application of the art elements and principles to two and three-dimensional design projects. Includes design aspects of letter forms and calligraphy.

Prerequisite: Art 2.

### 10/110. PHOTOGRAPHY I (3)

A laboratory course with introduction to techniques of shooting, developing and printing.

Prerequisite: Art 2 or permission of instructor.

### 11/111. PRINTMAKING I (3)

Experimentation with materials and techniques in intaglio, serigraphy and relief printing.

Prerequisite: Art 1.

### 12/112. CERAMICS I (3)

Experience in various methods of clay construction with emphasis on design and technique. Demonstration-lectures supplement this laboratory course.

Prerequisite: Art 2.

### 20/120. PAINTING II (3)

Continued development of techniques. Exploration of a variety of media in expressing a variety of concepts.

Prerequisite: Art 4.

### 22/122. DRAWING II (3)

Further development of drawing skills in a variety of media. Emphasis is placed on the human figure.

Prerequisite: Art 1.

### 23/123. CERAMICS II (3)

Development of technical skills is continued with emphasis on individual growth and direction. Includes a study of ceramic raw materials and experience in loading and firing kilns.

Prerequisite: Art 12/112.

### 145. CREATIVE ART EXPERIENCES (3)

The study of the child and his environment in relation to art. Materials and ideas developed to stimulate personal expression in children.

### 149. SCULPTURE I (3)

An introduction to basic sculptural concepts and techniques in a variety of media.

Prerequisite: Art 3.



150. PHOTOGRAPHY II (3)

Development of camera and darkroom techniques. Experiments in contemporary processes.

Prerequisite: Art 10/110.

151. PRINTMAKING II (3)

Further development of skills in intaglio, serigraphy and relief printing. Color and contemporary processes are stressed.

Prerequisite: Art 11/111.

159. SCULPTURE II (3)

More advanced problems in various media. Emphasis on individual direction.

Prerequisite: Art 149.

160ABC. PHOTOGRAPHY III (3-3-3)

Development of individual skills through assignment to special projects.

Prerequisites: Art 150, permission of instructor.

161ABC. PRINTMAKING III (3-3-3)

Advanced and experimental techniques developed through individual projects. Traditional approaches re-examined.

Prerequisites: Art 151, permission of instructor.

162ABC. CERAMICS III (3-3-3)

Advanced techniques. Emphasis on individual expression.

Prerequisites: Art 23/123, permission of instructor.

163ABC. DRAWING III (3-3-3)

Advanced problems explored. Emphasis on individual development.

Prerequisites: Art 22/122, permission of instructor.

167ABC. PAINTING III (3-3-3)

Advanced individual projects. Research in materials and techniques.

Prerequisites: Art 20/120, permission of instructor.

170.\* HISTORY OF ART: CAVES TO CATHEDRALS (3) Lecture.

Illustrated lecture. Art from the prehistoric period to 1400, with emphasis on Egypt, Greece, Rome and the Late Middle Ages. Relationship of painting, sculpture and architecture to the social and cultural environment.

171.\* HISTORY OF ART: RENAISSANCE TO ROMANTICISM (3)

Lecture.

Illustrated lecture. The arts in Europe from 1400 to 1850. Study of major styles and artists, including Michelangelo, Rubens, Rembrandt and Delacroix, and their relationship to their culture.

172.\* HISTORY OF ART: THE MODERN WORLD (3) Lecture.

Illustrated lecture. Major art movements and personalities from 1850 to the present, including Impressionism, Cubism, Surrealism, the Mexican muralists, Abstract Expressionism and current trends. Emphasis on the cultural trends which provide the visual and theoretical background of contemporary art.

173.\* HISTORY OF ART: PRIMITIVE ART (3) Lecture.

Illustrated lecture. Survey of the arts of the South Seas, Africa, the North American Indians and pre-Hispanic Mexico, Central and South America. Emphasis on the concepts, traditions and social organizations which produce the art forms.

174.\* HISTORY OF ART: ART OF THE UNITED STATES (3) Lecture.

Illustrated lecture. Emphasis on the twentieth century. The arts in relationship to American tradition, European influence and the dynamics of the Machine Age.

175.\* CRITICAL THEORIES IN THE VISUAL ARTS,  
SEMINAR (3) Lecture and discussion.

A systematic approach to art theory, criticism and evaluation. Includes visits to museums, galleries and exhibits.

Prerequisite: Major or minor in art.

#### 176. PORTFOLIO AND EXHIBITION (1)

Open only to graduating seniors. Emphasis placed on professional readiness. All students must prepare a portfolio that will be shown.

#### 199. INDEPENDENT STUDIES

Advanced individual problems.

\*May be taken for graduate credit.

### DEPARTMENT OF BIOLOGICAL SCIENCES

#### BACHELOR OF ARTS

PREPARATION for the Major — Biol. 1AB plus courses in mathematics, chemistry and physics.

THE MAJOR — Seven to nine upper division courses including Biol. 130, 151A, 190.

THE TEACHING MINOR — A minimum of 20 units including Biol. 1AB.

#### BACHELOR OF SCIENCE

REQUIREMENTS: In addition to the general requirements found on page 20, the following are specific requirements for the Bachelor of Science Degree with a Major in Biology:

English 1, 2

History 10

Philosophy 5, 20, 21

Theology 3 plus 2 elective courses

Psychology 1

Two Social Science courses selected from Econ. 10, Soc. 1, Pol. Sci. 10,

Anthro 2

One Art Form course selected from Art 7, Music 6, English 6

Colloquia

PREPARATION for the Major — Biology 1AB plus courses in mathematics, chemistry (inorganic, organic, biochemistry), and physics.

THE MAJOR — Seven to nine upper division courses including Biol. 130, 151A, 190, 198AB

### Biological Sciences

#### 1A-B. BIOLOGICAL DYNAMICS. (3-3)

A study of basic life activities, interactions of organisms, cells and their component parts. An investigation of scientific ways of knowing as distinguished from other ways by having required participation in experiences of varying levels of complexity. Lecture, Laboratory.

#### 2. BOTANY. (3)

Study of plant biology including basic concepts of anatomy, morphology, taxonomy, genetics, and reproduction with phylogenetic relationships. Lecture, Laboratory.

#### 3/103. GENERAL MICROBIOLOGY. (4)

Basic principles of microbial growth and metabolism, morphology, taxonomy, pathogenicity, immunity and control. Microorganisms as agents of disease and normal inhabitants of man's environment. Techniques of isolation, cultivation and identification of these organisms. Lecture, Laboratory.

#### 4. FUNDAMENTALS OF BIOLOGY. (3)

An introductory course in Biology. Presents the main principles of organization, function, heredity, and evolution of plants and animals, and introduces the student to methods of the life sciences. Lecture, Laboratory.

11/111. HISTORY OF BIOLOGY. (2)

Study of the development of representative scientific theories with emphasis on biological contributions and reciprocal influences with other disciplines. Lecture.

15/115. EVOLUTION. (3)

A critical examination of present day concepts and theories relating to evolution. Lecture.

40. HUMAN ANATOMY. (3)

An introductory study of the structure of the human body, with a consideration of the function of the body systems. Lecture, Laboratory.

50. HUMAN PHYSIOLOGY. (3)

Introductory study of the normal functioning of the systems of the human body. Lecture, Laboratory.

51ABC. HUMAN PHYSIOLOGY AND ANATOMY. (3-3-3)

Detailed study of human physiology at the cellular, tissue and organ levels; interrelations of the systems; dynamics of fluid balance, control mechanisms, transport systems, metabolic processes; theories of heredity and immunological responses, reproduction. Lecture, Laboratory.

104. ADVANCED BACTERIOLOGY. (4)

Morphology, taxonomy, metabolism and immunology of bacteria pathogenic to man. Techniques of isolation, cultivation and identification of these organisms. Lecture, Laboratory.

Prerequisite: Bio. 3.

105. IMMUNOLOGY AND SEROLOGY. (4)

The body's responses to invasion of foreign materials and to infection. Basic principles and theories of the immune reaction. Application of these principles in laboratory procedures. Lecture, Laboratory.

Prerequisite: Bio. 3.

106. MEDICAL MYCOLOGY. (3)

Introduction to the morphology, physiology and taxonomy of the pathogenic fungi which cause disease in man. Techniques of isolation, cultivation, and identification of these organisms. Lecture, Laboratory.

Prerequisite: Bio. 3.

107. PARASITOLOGY. (3)

Study of the morphology, habits and life cycles of animal parasites and their relation to diseases of man. Lecture, Laboratory.

Prerequisite: Bio. 1AB.

108. HEMATOLOGY. (3)

Normal blood formation and abnormal blood conditions. Laboratory observation of blood cells. Techniques of enumeration and identification of normal and abnormal elements in the blood. Lecture, Laboratory.

Prerequisite: Bio. 1AB.

118\* ENDOCRINOLOGY. (3)

Hormonal control mechanisms, feed-back systems, hormone assays, experimental procedures, interrelationships and integration of animal and plant energy balance. Lecture.

Prerequisite: Bio. 1AB.

120. EMBRYOLOGY. (3)

Causal mechanisms of development; physiological processes involved in growth and differentiation; theories of nerve growth and repair, induction mechanisms, and immunological capacities. Lecture, Laboratory.

Prerequisites: Bio. 1AB.

125. BIOLOGY OF THE INVERTEBRATES. (3)

A comparative study of the embryology, evolution, physiological mechanisms and adaptation of the invertebrates. Lecture, Laboratory.

Prerequisite: Bio. 1A.

126. BIOLOGY OF THE VERTEBRATES. (3)

The evolutionary development of structural relationships with their functional significance; a comparison of physiological dynamics at the various stages of complexity of development. Lecture, Laboratory.

Prerequisite: Bio. 1A.

130. GENETICS. (3)

A study of the principles of heredity of their bearing on reproduction and evolution. Lecture.

Prerequisite: Bio. 1A.

131. GENETICS LABORATORY (1)

Prerequisite: Bio. 130. (May be taken concurrently.)

151A. CELLULAR PHYSIOLOGY. (3)

The physiochemical principles of cellular control mechanisms including: energetics, enzyme activity, photoresponse, cellular integration and environmental effects, transport systems, nerve excitation and conduction, muscle enervation, antigen-antibody reaction. Lecture, Laboratory.

Prerequisite: Bio. 1AB. Biochemistry recommended.

151B. HUMAN PHYSIOLOGY. (3)

Detailed study of the functional processes of the body; interrelationships of the systems; dynamics of fluid balance, control mechanisms, transport systems, metabolic activity. Lecture, Laboratory.

Prerequisite: 1AB.

151C. PLANT PHYSIOLOGY. (3)

Dynamics of plant metabolism; photosynthesis, respiration, biochemistry, transport systems, growth and development. Lecture, Laboratory.

Prerequisite: Bio. 1AB. Biochemistry recommended.

151D. ANIMAL PHYSIOLOGY. (3)

Detailed study of the functional processes of the animal system; interrelationship of these systems, development, differentiation and growth. Lecture, Laboratory.

Prerequisite: 1AB.

165. MARINE BIOLOGY. (3)

Interrelationships of marine populations; morphology, physiology, evolution and distribution of the plant and animal organisms. Lecture, Laboratory, Field Trips.

Prerequisites: Bio. 1AB/ or consent of Instructor.

167. FIELD BIOLOGY. (3)

An introduction to the concepts of field biology. Basic principles of plant and animal taxonomy and ecology. Identification of local species. Lecture, Laboratory, Field Trips.

Prerequisite: Bio. 1AB.

190. DEVELOPMENT OF BIOLOGICAL PRINCIPLES. (2)

Some of the major principles are traced historically to the present day applications. An integrating course that will apply these principles to living systems at the various levels of organization.

Prerequisite: Senior standing.

197.\* SELECTED TOPICS IN BIOLOGY (1-3)

An acyclic series of topics of current interest in the field of the Biological Sciences.

198\* RESEARCH

A. RESEARCH READINGS (1)

Directed reading in a special interest area for the departmental research requirement.

B. BIOLOGICAL RESEARCH (2-4) Biol/Chem Interdept. Staff

Directed research project. May be taken under the guidance of a Biology or Biochemistry staff member.

## 199\* INDEPENDENT STUDY (1-4) Biol/Chem Interdept. Staff

Readings in a special interest area or the initiation or continuation of a research project. Work should culminate in a written project.

\*May be taken for graduate credit.

NOTE: Other courses may be taken for graduate credit with departmental approval.

## DEPARTMENT OF EDUCATION

The department is accredited to recommend students for the California Standard Teaching Credential with specialization in pre-school—early elementary, elementary teaching, secondary teaching, special education.

The department also offers programs at the Master's degree level.

Provisions are made for students to fulfill the course in Supervised Teaching in the Public Schools of the City of Los Angeles at the elementary level in Brentwood Elementary School and 24th Street School, and at the secondary level at Pasteur Junior High School and Hamilton High School.

Admission to the Teacher Education Program:

Students wishing to enter the teacher education program are asked to make application in writing at the beginning of the second term of the sophomore year in college.

A screening committee made up of members of the education department reviews the data submitted by the student. Judgment is based on information giving evidence of:

(1) Academic Achievement

Transcript of college work completed to date should show satisfactory pattern of courses and scholarship of a higher grade than that required by the college for all students.

(2) Health

Evidence presented from the Student Health Service should indicate that the applicant has the health requisite for teaching.

(3) Basic Skills

Students are required to pass an examination measuring the mastery of the basic skills of reading, arithmetic, language, handwriting and spelling.

(4) Personal Suitability

Evidence of personal qualifications requisite for successful teaching is based on information on specified points submitted by faculty members who know the applicant.

The Committee may accept, reject, or place the student on probation.

After admission to the teacher education program, periodic evaluations are made based on data submitted by instructors, supervising teachers, and other persons who are in a position to know the student. Exclusion from the program is based on evidence of unsuitability for teaching and is made only after careful counseling.

## ELEMENTARY TEACHING

Prospective candidates for this credential must consult the credential advisor each term before filing study cards.

Requirements:

1. Admission to teacher education program.
2. Bachelor's degree.
3. A fifth year of post graduate education.
4. 15 standard courses of general education.
5. A major with a minimum of 8 upper division or graduate courses in a subject commonly taught in the elementary school.
6. Professional education, supervised teaching, Ed. 171, 136, 137ABC, 335AB, 206.
7. Art 45/145, Music 30/130, Mathematics 50/350, Eng. 105 and Eng. 134.
8. A minimum scholastic average of 2.50 must be maintained to remain in credential status.

## SECONDARY TEACHING

### Requirements:

1. Admission to teacher education program.
2. Bachelor's degree.
3. A fifth year of post graduate education.
4. 15 standard courses of general education.
5. English 105.
6. A single subject or interdepartmental major with a minimum of 8 upper division or graduate courses in a subject commonly taught in the high school.
7. A minor with a minimum of 7 courses.
8. 2 courses at the graduate level in the major or minor.
9. Professional education, supervised teaching, Ed. 170, 171, 172, 173, 377, 206.
10. A minimum scholastic average of 2.75 must be maintained to remain in credential status.

## ALTERNATE PROGRAMS—ELEMENTARY TEACHING

Mount St. Mary's College offers an alternate program for the Standard Teaching Credential with a Specialization in Elementary Teaching for those students with exceptional maturity and scholastic achievement. This program permits the student to qualify for a teaching position at the end of four years. The remaining requirements are to be completed within a period of seven years.

Those who wish to apply for this program must do so during the third term of the freshman year or the first or second term of the sophomore year.

Partial fulfillment and intern programs are offered to those who have completed a baccalaureate degree and wish to qualify for a teaching credential.

## DISTRICT INTERNSHIP PROGRAMS

These programs are open only to those candidates who have been screened and approved by Mount St. Mary's College and the School District. A bachelor's degree and a teaching major are required.

### District Internship — Standard Elementary

Ed. 136 (3), 139ABC (4-4-4), Ed. 171 (3), Ed. 201, 203, 204 or 206 (3), Ed. 335A (4), Math 350 (3), Eng. 105 (3). Ed. 202 (3) may substitute for Ed. 136 and Ed. 171.

### District Internship — Standard Secondary

Ed. 171 (3), Ed. 172 (3), Ed. 173 (3), Ed. 174 (3), Ed. 201, 203, 204 or 206 (3), Ed. 377 (3), Ed. 170 (2), Grad. Courses (Major or Minor) (6), electives (6). Ed. 202 (3) may substitute for Ed. 171 and Ed. 172. Eng. 105 (3).

### District Internship — Standard — Minor Educable Mentally Retarded

Students in these programs must complete the Standard Teaching Credential which includes a minor in E.M.R.

#### EMR — Elementary

Ed. 240 (3), Ed. 242 (3), Ed. 243 (3), Ed. 244 (2), Ed. 245 (3), Ed. 246 (3), Ed. 247 (3), Ed. 339 (4).

#### EMR — Secondary

Ed. 240 (3), Ed. 242 (3), Ed. 243 (3), Ed. 244 (2), Ed. 245 (3), Ed. 246 (3), Ed. 247 (3), Ed. 339 (4).

## STANDARD SUPERVISION CREDENTIAL

### Application procedure for admission:

1. File admissions form.
2. Transcript of college work completed to date.
3. Verification of personal qualifications and characteristics by



two persons associated with the applicant in administrative-supervisory capacities within five years immediately preceding application.

4. A clear valid basic credential on the level and/or in the area of the supervision credential desired.
5. An acceptable master's degree (Students in a master's program may work concurrently toward the credential.)
6. Verification of five years of successful teaching experience/experience in the field of service of the basic credential.
7. A grade point average of at least 3.0 in upper division/graduate courses.
8. Approval by the Staff Selection Committee in Administration-Supervision.

#### Requirements:

1. Sixty semester hours of postgraduate upper division/graduate course work.
2. If the master's degree is not in an academic subject matter area, twelve semester hours of course work in an academic subject matter area(s) during the postgraduate study is required.
3. Twelve semester hours of course work in professional education.
4. Supervised field experience in school supervision/principalship/service in the area of the desired credential.
5. Ed. 205, 212, 213, 215, 216 and 298.

## Education

### 100. SCHOOL IN THE AMERICAN SOCIETY (3)

An introductory course designed to acquaint students with the heritage of the past as well as to prepare them to understand the important role of education in the present. Designed to give an overall view of the field with special emphasis on the sociological importance of education particularly in our society.

### 134. CHILDREN'S LITERATURE (3)

A study of the literature and artist-illustrators, as well as every type of book a child enjoys. cf. English 134. Designed to develop appreciation for, and wide experience in children's choices of books at various age levels.

### 136. GUIDANCE OF THE ELEMENTARY SCHOOL LEARNER. (3)

A systematic study of the developmental characteristics of the elementary school child with an emphasis on how these factors have influenced the content and organization of the elementary curriculum. Principles for guidance are derived from interpretation of reliable data of experimental studies and surveys regarding the physiological, emotional, social, mental and moral growth and development. The student is introduced to a method of child study through the guided weekly observations of an individual child in the school environment.

### 137A. READING AND THE COMMUNICATION SKILLS IN THE ELEMENTARY CURRICULUM (3)

A study of the child in the elementary school curriculum with special emphasis on reading, including phonics, requisite skills. Other communication skills to be studied will be listening, and oral and written expression. This course will include the developing of an understanding of general principles, instructional procedures and materials, and the evaluation process. Observation and participation in actual classroom situations will focus on these subjects, including some supervised teaching.

### 137B. MATHEMATICS IN THE ELEMENTARY CURRICULUM (3)

A study of the child in the elementary school curriculum with a special emphasis on the part that mathematics plays in his total development. The general principles of modern mathematics as well as instructional techniques and materials will be studied. The evaluation of achievement as well as observation, participation, and actual teaching in classroom situations are included.

Prerequisite: Math. 50/350, may be taken concurrently.

137C. SCIENCE AND SOCIAL STUDIES IN THE  
ELEMENTARY CURRICULUM (3)

A study of the child in the elementary school curriculum with special emphasis on the teaching of science and social studies. The unit method of instruction will be applied to both subjects as well as general principles, instructional procedures and materials, and the evaluation process. Observation and participation in actual classroom situations will focus on these subjects, including some supervised teaching.

138. THE PRE-SCHOOL CURRICULUM (3)

A study of the child in the pre-school curriculum with special emphasis on communication. The study will include the development of an understanding of general principles, instructional procedures and materials, and the evaluation process. Observation and participation in actual classroom situations are a part of this course.

139A. ELEMENTARY SCHOOL CURRICULUM (4)

A study of the child in the elementary school curriculum, with special emphasis on reading including phonics and the communication skills. This study will include the developing of an understanding of general principles, instructional procedures and materials, and the evaluation process. Observation and participation in actual classroom situations will focus on these subjects, including coordination with teacher-assistant assignment in an inner-city school.

139B. ELEMENTARY SCHOOL CURRICULUM (4)

A study of the child in the elementary school curriculum, with special emphasis on mathematics, science, and social studies. The study will include the developing of an understanding of general principles, instructional procedures and materials, and the evaluation process. This course will concur with first classroom teaching assignment.

139C. ELEMENTARY SCHOOL CURRICULUM — INTERN  
SEMINAR (4)

This course is designed to study the curriculum, materials and methods specific to the needs of the teacher of the inner city child. This seminar parallels the first internship year and is credited as supervised teaching.

170. TEACHING OF (MAJOR) AND (MINOR) IN THE SECONDARY  
SCHOOL (2)

A study of the rational underlying the content, placement, and methodology as it specifically relates to the teaching major and minor. This course includes practice in the development and use of materials and equipment for teaching in the junior and senior high school. Observation and participation in the classroom is a part of this course.

171. EDUCATIONAL PSYCHOLOGY (3)

A study of the mental changes and the conditions associated with learning. This course is designed to equip the student to analyze educational problems psychologically, to measure differences between individuals, and to apply this knowledge for the improvement of teaching-learning situations. Prerequisite: Psychology I.

172. GUIDANCE OF THE SECONDARY SCHOOL LEARNER (3)

Principles for the education and guidance of the adolescent derived from interpretation of reliable data of experimental studies and surveys regarding the physiological, emotional, social, mental and moral growth and development; guidance techniques include testing programs and basic statistical procedures.

173. THE SECONDARY SCHOOL CURRICULUM (3)

Courses of study, materials and equipment used in teaching in junior and senior high schools. Observations at Pasteur Junior High School and Hamilton High School are a part of this course.

174. SECONDARY SCHOOL CURRICULUM — SEMINAR FOR  
INTERNS (2)

This course is designed to study the curriculum, materials, and methods

specific to the needs of the teacher of the inner-city student. This seminar parallels the first internship year and is credited as supervised teaching.

**199. SPECIAL STUDIES (1-4)**

Prerequisite: Senior or graduate standing and consent of department.

**200. METHODOLOGY OF EDUCATIONAL RESEARCH (3)**

The various techniques of research which include the theory of research, experimental design, gathering data, and interpreting data.

**201. PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3)**

Philosophical thought and systems that influenced educational thinking and practice during certain historical periods.

**202. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (3)**

Contemporary psychology as applied to education. Research and writing are offered to meet the individual needs of students concentrating in either elementary or secondary education.

**203. SOCIAL FOUNDATIONS OF EDUCATION (3)**

Sociological bases of education, the structure of society, its institutions and trends.

**204. HISTORICAL FOUNDATIONS OF EDUCATION (3)**

A study of the history of education. The history of events, leadership, and movements will be studied in reference to the effect on education and educational institutions.

**205. DEVELOPMENT AND EVALUATION OF THE CURRICULUM (3)**

Basic principles of curriculum development. Study of the techniques of curriculum planning and evaluation of curriculum organizational patterns.

**206. FOUNDATIONS OF EDUCATION (3)**

This course deals with the issues and challenges of today's schools and the culture they serve. It is designed to reveal the unique characteristics of the American school system by presenting the history, philosophy, culture, and organization of elementary and secondary education in the United States.

**207. READING IMPROVEMENT IN THE SCHOOL (3)**

Principles and procedures including phonics, employed for the improvement of reading abilities. Considerable emphasis is placed upon the reading difficulties of students.

**208. SCIENCE IN THE ELEMENTARY SCHOOL (3)**

Science adapted for children in the first six grades. Includes the planning of units, classroom demonstrations, experiments, compiling bibliographies, and collecting instructional materials pertinent to the subject.

**209. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3)**

Recent research in respect to curriculum, materials, and methods affecting the teaching of the social studies below the sixth grade.

**210AB. SEMINAR IN MODERN EDUCATION (2-2)**

The curricular, administrative and instructional issues at the elementary, junior or senior high school levels. Planned in order to present to teachers a better understanding of the modern school.

**211AB. ORGANIZATION AND SUPERVISION OF STUDENT TEACHERS (2-2)**

Designed primarily for supervising teachers. The basic principles can apply to either elementary or secondary education. Experiences deemed essential for the professional development of the student teacher are presented.

**212. ADMINISTRATION OF THE ELEMENTARY SCHOOL AND ITS PERSONNEL (3)**

A course in the organization and administration of the elementary schools

and in the techniques of personnel administration. Course work is specifically designed to prepare for service in elementary principalship.

**213. ADMINISTRATION OF THE SECONDARY SCHOOL AND ITS PERSONNEL (3)**

A course in the organization and administration of the secondary schools and in the techniques of personnel administration. Course work is specifically designed to prepare for service in secondary principalship.

**215. ORGANIZATION OF SCHOOL SYSTEMS AND SCHOOL LAW (3)**

The organization and administration of public and parochial school systems in the United States; considers the respective roles of federal, state, county, and local governments; and analysis of legal aspects of education relating to the school management.

**216. SUPERVISION OF INSTRUCTION (3)**

Basic principles of supervision of instruction and in-service education. Designed to assist the administrator and his staff and/or supervisory personnel in the techniques of supervision.

**220. THE TEACHER OF THE INNER CITY (3)**

This course is designed primarily to make the teacher more aware of attitudes and to develop those skills needed to effect better interaction among teachers, pupils, and parents.

**221. THE CHILD IN THE INNER CITY (3)**

A study of the development of the culturally different child. An application of this knowledge is made to motivation, learning, and evaluation.

**222. METHODOLOGY IN THE INNER CITY (3)**

A study of the research on methods of teaching with emphasis on the findings relating to teaching in the culturally different community.

**230A. LANGUAGE OF THE INNER CITY (3)**

Linguistic skills as they apply to the speech patterns of the Inner City Child, with an emphasis on the Mexican-American. This course includes an introduction to Elementary Spanish.

**230B. LANGUAGE OF THE INNER CITY (3)**

A continuation of the linguistic skills begun in Ed. 230A. The emphasis in this course is on speech patterns of other minority groups.

**240. CURRICULUM FOR THE EDUCABLE MENTALLY RETARDED (3)**

This course includes a study of the curricula, the methodologies, and the materials for teaching the mentally retarded at the elementary and secondary levels. For this program, the instruction will deal with the complexities of working with MR children in the inner city. Observation and participation in classrooms for the educable and trainable mentally retarded are a required part of this course.

**241A. CURRICULUM AND TEACHING METHODS FOR THE EDUCATIONALLY HANDICAPPED: PRE-SCHOOL AND EARLY PRIMARY (3)**

Instruction deals with training in the sensory-motor phase of development, language as the mediator of thought, early perceptual education, and the social and emotional needs of the young child as related to the educational process.

**241B. CURRICULUM AND TEACHING METHODS FOR THE EDUCATIONALLY HANDICAPPED: THE ELEMENTARY SCHOOL CHILD (3)**

Study of vertical decalage and its importance for teaching methods; emphasis on remedial methods for all aspects of the curriculum, the role of the teacher in the emotional development of the child, and the importance of helping the child find purpose and self-respect as he works with others.

241C. REMEDIAL AND SPECIAL EDUCATION DURING PUBERTY AND ADOLESCENCE (3)

Study of special developmental tasks of adolescence; problems of motivation and remediation; helping the youngster in junior and senior high school work toward specific life goals.

242. INTRODUCTION TO THE STUDY OF THE EXCEPTIONAL CHILD (3)

An introduction to the study of the exceptional child. A study of the patterns of development and behavior of the child who differs from the normal.

243. THE ORGANIC AND CULTURAL BASIS OF MENTAL RETARDATION (3)

A study of the research findings on the basis of mental retardation, organic and cultural. Implications for overcoming the social, psychological and vocational problems will be explored.

244. THE DEVELOPMENT AND LEARNING CHARACTERISTICS OF THE EDUCABLE MENTALLY RETARDED (2)

A study of the development of the mentally retarded child with emphasis on his ability to learn.

245. SENSORY DEVELOPMENT AND TRAINING OF THE SEVERELY MENTALLY RETARDED (3)

A study of the sensory development of the severely mentally retarded. Programs and techniques of training as related to the growth and development of the mentally retarded are examined. Techniques for working with parents are included in this course.

246. PRINCIPLES OF COUNSELING EXCEPTIONAL CHILDREN AND THEIR PARENTS (3)

A study of the organization and administration of counseling services and the techniques of counseling exceptional children and their parents. Helping children and parents understand and ameliorate deficits; helping children and parents understand each other's feelings; helping parents plan for their children; guiding adolescents towards vocational goals.

246B. LABORATORY—INTRODUCTION TO PROGRAMING (1)

247. LANGUAGE AND SPEECH DISORDERS (3)

A study of language and speech development with emphasis on the nature of and correction of disorders.

248. NORMAL AND DISTURBED DEVELOPMENT OF BASIC ABILITIES (3)

(Note: to be taken prior to Ed. 241; to be articulated with Ed. 202)

Study of sensory-motor functions, language, perception, higher thought processes, social and emotional development in the normal child; deviations found in the child with learning difficulties.

249. APPRAISAL OF CHILDREN WITH LEARNING DIFFICULTIES (3)

(Note: to be articulated with Ed. 241B & 251)

Theoretical knowledge of tests most frequently used in various school systems including those used at the Frostig Center. The teacher's role in assessment mainly through observation in the classroom and interviews with children and parents.

250. PROBLEMS IN THE EDUCATION OF THE EDUCATIONALLY HANDICAPPED (3)

A practicum course in which the teacher applies what she has learned through her work with a single child.

251. SUPERVISION OF PROGRAMMING (3)

General responsibility for quality and integration of curriculum for each



child and small group assigned. This course is also designed to help the teacher acquire supervisory and leadership skills; practical training will be given in presenting ideas to other teachers, evaluating classroom work, etc.

255. SEMINAR: PRINCIPLES OF CURRICULUM AND INSTRUCTION (3)

Principles and procedures of curriculum program planning. Study of trends in major curricular fields.

256. SEMINAR: SCHOOL ADMINISTRATION (3)

Aspects of school administration in varied organizational structures.

257. SEMINAR: SUPERVISION OF INSTRUCTION (3)

Examination of current trends in school supervision and of new dimensions of the supervisory role.

260. PUPIL PERSONNEL SERVICES (3)

The basic principles of Guidance and Counseling including the practices common to the modern school.

261. EDUCATIONAL AND CAREER PLANNING (3)

Seminar in Counseling and Guidance. A study of the agencies, sources and research data needed by the school counselor.

263. LAWS RELATING TO CHILDREN (2)

A study of legal regulations relating to children and the various agencies that implement them.

264. ORGANIZATION OF PUPIL PERSONNEL SERVICES (3)

A study of the organization and administration of counseling and guidance services of the school.

269. FIELD EXPERIENCE (2-2)

Field work in Counseling and Guidance. Supervised field work for two semesters.

280A. SEMINAR: PHILOSOPHY FOR SCHOOLS WITHOUT FAILURE (2)

A course designed to assist a staff to develop a philosophy of education that provides experiences in the school that assure success.

280B. FIELD WORK: HUMAN RELATIONS IN THE CLASSROOM (1)

Supervised practice to accompany Ed. 280A.

280C. PHILOSOPHY FOR SCHOOLS WITHOUT FAILURE (4)

This course is designed for summer sessions and is equivalent to Ed. 280A & B.

281A. SEMINAR: PHILOSOPHY FOR SCHOOLS WITHOUT FAILURE (2)

A continuation of Ed. 280A or 280C.

281B. FIELD WORK: HUMAN RELATIONS (1)

Supervised practice to accompany Ed. 281A.

282A. SEMINAR: PLANNING IN-SERVICE ADMINISTRATION (2-3)

Systems which contribute to Pupil development.

282B. CONTINUATION OF ED. 282A. (2-3)

283A. SEMINAR IN LEADERSHIP DEVELOPMENT: PHILOSOPHY OF SCHOOLS WITHOUT FAILURE (4)

A course for school administrators and selected staff to prepare them to become leaders in their schools. The philosophy of schools without failure will be studied. An intensive practicum is an essential part of the course.



**283B. SEMINAR IN LEADERSHIP DEVELOPMENT: PHILOSOPHY OF SCHOOLS WITHOUT FAILURE (4)**

Continuation of Ed. 283A in addition to work projects in the home school.

**295. THESIS (3-3)**

**PROJECT GUIDANCE (0)**

**298. FIELD WORK (4)**

Individual supervision in the field and individual study of a problem in the schools. A year course.

**299A. SPECIAL DIRECTED STUDIES (1-3)**

**299B. SPECIAL DIRECTED STUDIES (1-3)**

**333. SUPERVISED TEACHING: PRE-SCHOOL (4)**

Instruction of children in the pre-school under the direction of a master teacher. Conferences with teachers and supervisors accompany this work.

Prerequisites: Ed. 138 and departmental approval.

**335AB. SUPERVISED TEACHING: ELEMENTARY (4-4)**

Instructing of children in the elementary school for a minimum of 180 clock hours. Experience is gained at different grade levels. Conferences with teachers and supervisors accompany this work.

Prerequisites: Ed. 136, 137ABC, 171.

**336. SUPERVISED TEACHING: ENGLISH AS A SECOND LANGUAGE - ELEMENTARY (4)**

Instructing students in English as a Second Language in the elementary school under the direction of master teachers. Conferences with teachers and supervisors accompany this course.

Prerequisites: Educ. 350J or Educ. 351 and the approval of the Education and English Departments.

**338AB. INTERNSHIP IN THE EDUCATION OF EXCEPTIONAL CHILDREN (16)**

After satisfactory completion of Ed. 248, the teacher will work under supervision for two semesters with small groups, each semester with a different age level.

**339A. SUPERVISED TEACHING: EDUCABLE MENTALLY RETARDED (4)**

Instruction of children with learning difficulties under the direction of a master teacher. Conferences with teachers and supervisors accompany the course.

**339B. SUPERVISED TEACHING: EDUCABLE MENTALLY RETARDED (4)**

Instruction of children with learning difficulties under the direction of a master teacher. Conferences with teachers and supervisors accompany this course.

**340. SEMINAR AND PRACTICUM: THE CHILD WITH LEARNING DISABILITIES (6)**

Provides supervised classroom experience of 10-20 hours per week, plus approximately 15-20 hours per week spent in lectures, demonstrations, seminars, and reading in child development, learning disabilities, and methods and techniques of educational therapy.

**341. SEMINAR: METHODS AND MATERIALS FOR TEACHING CHILDREN WITH LEARNING DISABILITIES (2)**

Designed to acquaint the participants with teaching methods and materials for children with learning disabilities. The seminar concentrates upon the development of sensory-motor, language, auditory and visual perception, and higher cognitive processes. Particular emphasis will be given to the social and emotional development of the child within the school setting.

342. 3-DAY WORKSHOP OVERVIEW OF ABILITY TRAINING (0)

Covers fundamental principles of ability training in the sensory-motor, perceptual, and language areas, and discussion and demonstration of teaching reading and mathematics. Live demonstrations, videotapes, selected films, and lectures are scheduled.

343. EVALUATION: THE CHILD WITH LEARNING DISABILITIES (3)

Training in administration, scoring, and interpretation of the Frostig Developmental Test of Visual Perception. Testing will take place at the Center and in public schools. The seminar will also include consideration of educational diagnostic techniques, use of projective tests in the classroom, classroom dynamics, parent-child-school relationships, and elements of programming.

344. PROGRAMMING FOR THE CHILD WITH LEARNING DISABILITIES (2)

Designed to acquaint the participants with the basic concepts and procedures for programming and to structure for individualization of instruction. The emphasis will be on utilization of standardized diagnostic tests and observations to achieve most effective choice of teaching methods and materials.

350J. METHODS AND MATERIALS IN TEACHING ENGLISH AS A SECOND LANGUAGE (3)

Instruction on techniques and materials applicable in a wide variety of English as a Second Language teaching situations. For non-native speakers of English.

Prerequisites: Eng. 150J and passing of the English proficiency examination.

351. METHODS AND MATERIALS IN TEACHING ENGLISH AS A SECOND LANGUAGE (3)

Instruction on techniques and materials applicable in a wide variety of English as a Second Language teaching situations. For native speakers of English.

Prerequisite: Eng. 250.

377AB. SUPERVISED TEACHING: SECONDARY (3-3)

Instructing students in two junior or senior high school classes for one semester for a minimum of 120 clock hours. Weekly conferences are included.

Prerequisites: Ed. 171, 172, 173 and Methods.

378. SUPERVISED TEACHING: ENGLISH AS A SECOND LANGUAGE — SECONDARY (3)

Instructing students in English as a Second Language in the secondary school under the direction of master teachers. Conferences with teachers and supervisors accompany this course.

Prerequisites: Educ. 350J or Educ. 351 and the approval of the Education and English Departments.

## DEPARTMENT OF ENGLISH AND SPEECH

### BACHELOR OF ARTS

PREPARATION for the Major — Eng. 1, 2, plus two elective courses from the 4A-G group.

THE MAJOR — Nine upper division courses including Eng. 106, 155, plus one course in Speech.

THE TEACHING MINOR — A minimum of seven courses including Eng. 1, 2, 4A or 4B, 110, 155. Recommended courses: 113, 117, 130, 153.

**PREPARATION** for Graduate Certificate in Teaching English as a second language — for native speakers of English. English 1, 2, 105, 110, 113, 130, 155 or comparable courses.

**PREPARATION** for Graduate Certificate in Teaching English as a second language — for non-native speakers of English. English 33B, 33C, 105J, 106J, 107J, 108J, 150J.

**INFORMATION FOR MAJORS:** Seniors must enroll in Eng. 197 during the winter term and satisfactorily complete a critical, research, or creative project in writing. This project is a requirement for graduation. English majors may *not* fulfill the art form requirement with Eng. 6. Majors must maintain average or above average grades in all English courses.

## English

### 1. LANGUAGE AND ITS USES (3)

Study of the nature and use of language with a focus on expository writing and analytical reading. Required for all freshmen.

### 2. PATTERN AND MEANING IN MODERN LITERATURE (3)

A critical study aimed toward enjoyment of selected novels, plays, and poetry. Required for all freshmen.

### 4/104 ABCDEFG (3 per course)

This series of courses is especially designed to interest students of other majors.

- A. Classical Epic and Drama.
- B. The Bible as Literature.
- C. Approaches to Literature.
- D. The Art of Film.
- E. Shakespeare Survey.
- F. Studies in American Literature.
- G. Classical Mythology.

### 6. IMAGINATIVE WRITING (3)

Principles of creativity; practice in writing as an art form. Fulfills freshman art form requirement for all except English majors.

### 10. FRESHMAN COMPOSITION (3)

Techniques and practice in clear, direct prose statement with an introduction to research and critical writing; based on selected works of literature. Doheny Campus only. Fulfills English 1 requirement.

### 36. PRE-SCHOOL LITERATURE (3)

A survey of children's literature for lower division students interested in working with pre-school and primary grade children.

### 100. INDEPENDENT READING (1-3)

Reading, by periods, from outstanding works of the sixteenth to twentieth century. Open to all majors. May be begun in sophomore year. Arrange with chairman of department.

### 101ABC. THREE SELECTED WRITERS (3-3-3)

Intensive reading in works of three authors. A course designed for students of all majors.

### 105. ADVANCED COMPOSITION (3)

Developing practice in clear prose construction, a deeper study of the basic structure of the language and an analysis of literary styles and types. Required for credential students.

### 106AB. CREATIVE WRITING (1-3)

Imaginative writing, essays, short stories, poetry. Number of units depends on quality and quantity of writing.

### 110. THE HISTORY OF THE ENGLISH LANGUAGE (3)

Study of the history and development of the English language.

113/213. THE STRUCTURE OF MODERN ENGLISH (3)

Study of contemporary linguistic theory and its application to modern American English; introduction to transformational grammar.

114. STUDY OF DRAMA (3)

Drama as an art form; study of a variety of works of classical, European, English, American playwrights; practical problems of interpretation and production.

117ABCD. SHAKESPEARE (3-3-3-3)

- A. Henry IV, Part I; Merry Wives of Windsor, Henry VIII, Love's Labour's Lost; Twelfth Night; Othello; Anthony and Cleopatra; Romeo and Juliet; The Tempest; Sonnets 1-38.
- B. King John; Henry IV, Part II; Henry VI, Part I; As You Like It; Taming of the Shrew; Hamlet; Merchant of Venice; Coriolanus; Pericles; Sonnets 39-76.
- C. Henry V; Henry VI, Part II; Julius Caesar; Comedy of Errors; All's Well that Ends Well; Measure for Measure; King Lear; Midsummer Night's Dream; Winter's Tale; Sonnets 77-114.
- D. Richard II; Henry VI, Part III; Richard III; Timon of Athens; Two Gentlemen of Verona; Much Ado about Nothing; Troilus and Cressida; Macbeth; Cymbeline; Sonnets 115-154.

†125. STUDY OF THE NOVEL (3)

Chronological reading and analysis of representative novels from early examples to contemporary developments.

†126. THE SHORT STORY (3)

Reading and analysis of representative works in the genre.

130ABC. AMERICAN LITERATURE (3-3-3)

- A. Beginning to 1860.
- B. 1860 to the present.
- C. Selected writers.

133. PSYCHOLOGY AND LITERATURE (3)

See Psychology 133.

134. CHILDREN'S LITERATURE (3)

See Education 134.

137AB. WORLD LITERATURE (3-3)

Studies of masterworks in selected genres.

151. CHAUCER AND MIDDLE ENGLISH LITERATURE (3)

Emphasis on major writers and representative works.

153. STUDY OF POETRY (3)

Intensive study of poetry as an art form through close critical reading of poems of varied complexity; relevance of oral values; acquisition of tools of comparative aesthetic judgment.

155. THEORY AND CRITICISM (3)

Principles underlying the arts; wide reading among leading theoreticians of all periods, especially the twentieth century. Study of literary criticism.

156. SIXTEENTH CENTURY LITERATURE (3)

Prose and poetry of the English Renaissance, excluding Shakespeare.

†157. SEVENTEENTH CENTURY LITERATURE (3)

Milton, Donne, and other important writers of the period.

167. EIGHTEENTH CENTURY LITERATURE (3)

Study of major eighteenth century English writers and their works.

177. THE ROMANTIC PERIOD (3)

Study of Romanticism in English literature, 1784-1832.

187. THE VICTORIAN PERIOD (3)

Major prose and poetry of the age, 1832-1890.

†188. DANTE: *THE DIVINE COMEDY* (3)

A close reading of the *Comedy* as a work of art.

190. CONTEMPORARY LITERATURE (3)

Prose and poetry of the present.

†192ABC. SPECIAL PROBLEMS IN ENGLISH (3-3-3)

Courses designed for in-depth exploration of special interest areas in the study of English language and literature.

196. STUDIES IN LANGUAGE AND COMMUNICATION (3)

A multi-dimensional approach to language; study of listening and levels of listening; application to remedial speech and English. Cf. Speech 196.

197. SENIOR INDEPENDENT STUDY (0-1)

Work should culminate in a written project acceptable for publication. Required of all senior English majors.

198. HONORS STUDIES (1-3)

Intensive and independent study in a field of special interest. Open to selected students of junior standing, with consent of department chairmen and the instructor concerned.

230. AMERICAN LITERATURE FROM 1850 (3)

Graduate seminar.

250. BILINGUAL COMPARATIVE STUDIES (3)

Systematic analysis of English and Spanish language patterns.  
Prerequisite: Eng. 110, 113/213.

255. SEMINAR IN LITERARY CRITICISM (3)

Principles and practice of literary analysis.

290. CONTEMPORARY LITERATURE (3)

Graduate seminar in selected writers.

English as a Second Language (For Non-Native Speakers of English)

33A. BEGINNING ENGLISH AS A SECOND LANGUAGE (3) No Credit  
Basic English for foreign students.

33B. INTERMEDIATE ENGLISH AS A SECOND LANGUAGE (3)

Intensive drill in English language skills for foreign students: grammar and composition.  
Prerequisite: Eng. 33A or passing of English language placement test.

33C. ADVANCED ENGLISH AS A SECOND LANGUAGE (3)

Advanced English language study for foreign students: grammar and composition.  
Prerequisite: Eng. 33B.

105J-106J. ADVANCED COMPOSITION FOR FOREIGN STUDENTS (3-3)

Development of writing skills; styles of written English.  
Prerequisite: Eng. 33C.

107J-108J. INTRODUCTION TO LITERATURE FOR FOREIGN STUDENTS

Reading in English and American literature designed to improve comprehension.  
Prerequisite: Eng. 33C.

## 150J. BILINGUAL COMPARATIVE STUDIES (3)

Systematic analysis of English and Spanish language patterns.

Prerequisite: Eng. 33C.

## Speech

### 10A/110A. PUBLIC SPEAKING (3)

Voice management. Choice of emphasis: oral interpretation linked with literature courses, or rhetoric for speech composition linked with writing courses.

### 10B/110B. PLAY READING (3)

Principles of dramatic monolog and readers' theater.

### 11/111. ORAL INTERPRETATION (3)

Oral interpretation of literature.

### 12/112. SPEECH AND HEARING DEVELOPMENT (3)

Oral interpretation of children's literature integrated with the study of speech and language development and the therapy of communication disorders.

### 50ABC/150ABC. DRAMA WORKSHOP (1-3)

Emphasis on performing aspects of the theater, dealing specifically with the growth of the actor-director. Stage-movement, improvisation, scene and role preparation for performance. Attendance at several outstanding theatrical events required. Credit, no grades.

### 100. PROBLEMS IN SPEECH (1-3)

Reading and independent study in areas of special interest, by permission of instructor. For students with some background in speech study.

### 196. STUDIES IN LANGUAGE AND COMMUNICATION (3)

See English 196.

NOTE: Upper division courses acceptable in a graduate program will be marked with an asterisk (\*) in the term schedules.

† Taught in alternate years.

## DEPARTMENT OF FOREIGN LANGUAGES

Majors are offered in French, Spanish and Latin. Courses available in Greek, German, Italian.

### INFORMATION FOR ALL STUDENTS

Language proficiency will be measured by a standard examination of the language skills. The examination will be given at the end of each term; generally, a minimum of three courses (2 elementary and one intermediate) should suffice.

### BACHELOR OF ARTS

#### Latin

PREPARATION for the Major — Latin 16, 27, 30, 45, or the equivalent.

THE MAJOR — 8 upper division courses in Latin, and 2 courses chosen from Cl. 120, 151ABC.

Recommended: Greek 1, 2, 3, 4; History 1AB, 111, 112; Philosophy 120, 124, 170, 172, 174, and courses in modern languages.

THE TEACHING MINOR — A minimum of 7 courses including Latin 100, 106D, 128A.



# French

PREPARATION for the Major — French 10, 25AB, 32, or equivalent.

THE MAJOR — French 101 plus 8 upper division courses in literature, including 112ABC, and one course from each of the following periods: Seventeenth Century, Nineteenth Century, Twentieth Century. A Senior Thesis (no credit) is required.  
Recommended courses: European History, Modern Philosophy, Literature of other Modern Languages, Classics in Translation.

THE TEACHING MINOR — A minimum of 7 courses including French 10, 25AB, 32, plus 3 upper division courses.

# Spanish

PREPARATION for the Major — Spanish 8, 25AB, 42, or equivalent. Spanish 8 is not required of native speakers and may be waived by the department for students with acceptable oral-aural facility.

THE MAJOR — Spanish 109 plus 8 upper division courses in literature, including 112ABC and any one course in the Golden Age and in the Contemporary Period. A Senior Thesis (no credit) is required.  
Recommended courses: Spanish 115, 118 for students preparing for teaching, Classics in translation, Classical Mythology, courses in Spanish-American History and Literature, and the Literature of other Modern Languages.

THE TEACHING MINOR — A minimum of 7 courses including Spanish 8, 25AB, 42, plus 3 upper division courses.

THE MAJOR FOR THE SPANISH PROGRAM AT DOHENY CAMPUS — Eight three unit upper division courses including 109 (may be taken by examination), 142 or equivalent, 147, one course in Golden Age literature and in Contemporary literature. A minimum of four literature courses is required. A course in morphology and syntax is strongly recommended.

# Classics (no language prerequisites)

## 4/104. CLASSICAL LITERATURE IN TRANSLATION (3)

Selected readings from Greek and Latin authors in contemporary English translations.

## 8/108. CLASSICAL EPIC AND DRAMA (3)

Reading of the *Iliad*, *Odyssey*, *Aeneid*, and several Greek tragedies. Study of their origins; development; meaning to the ancient world and to the contemporary reader.

## 20/120. CLASSICAL MYTHOLOGY (3)

Origin and development of classical myths of creation, combat, and destruction; stories of the major Greek deities; the most important legend cycles; significant “fairy tale” themes.

## 151ABC. CLASSICAL ARCHAEOLOGY AND CIVILIZATION

- A. Aegean and Early Greek.
- B. Classical and Hellenistic.
- C. Roman.

# Greek

## 1-2. ELEMENTARY GREEK (3-3)

Development of the ability to read and understand Greek sentences and passages taken directly or adapted from classical Greek authors.

## 3. ATTIC PROSE WRITERS (3)

Reading from Xenophon. *Anabasis* and Plato. *Apology*.  
Prerequisite: Greek 2.

#### 4. HOMER: ILIAD (3)

Introduction to Homeric meter, forms, syntax, and vocabulary. Selections for reading and comprehension. Background material on the "Homeric question", the epic and the *Iliad* in particular.

Prerequisite: Greek 2.

### Latin

#### 1-2. ELEMENTARY LATIN (3-3)

Development of the ability to read and understand Latin sentences and passages taken directly or adapted from classical authors.

#### 3. INTERMEDIATE LATIN (3)

A reading experience in genuine Latin literature. Selections from significant Latin authors of the classical and medieval eras.

Prerequisite: Latin 2 or two years of high school Latin.

#### 4. SELECTED LATIN POETRY (3)

Extensive reading from Ovid. *Metamorphoses* and Vergil. *Aeneid*.

Prerequisite: Latin 3.

#### 5. SELECTED LATIN PROSE (3)

Extensive reading from Cicero and other prose writers.

Prerequisite: Latin 3.

#### 16. LATIN ESSAY (3)

Form and content of Cicero's *De amicitia*; comparison with the *De spirituali amicitia* of Aelred of Rievaulx.

#### 27. ROMAN COMEDY (3)

Plautus, *Captivi* and Terence, *Phormio*. Development of Graeco-Roman comedy.

#### 30ABCD. ROMAN EPISTOLOGRAPHY (3-3-3-3)

A. Cicero

B. Seneca

C. Pliny

D. St. Jerome

Selected letters from the above authors together with the political and social life of the period represented.

#### 45AB. CHRISTIAN LATIN WRITERS (3-3)

A. Patristic authors

B. St. Augustine: *Confessions*

### French

#### 1-2. ELEMENTARY FRENCH (3-3)

Develops fundamental skills in understanding, speaking, reading, and writing with emphasis on the first two skills. Intensive use of the Language Laboratory.

#### 3-4. INTERMEDIATE FRENCH (3-3)

Continues the development of the four language skills with emphasis on reading, writing and vocabulary building.

#### 10. PHONETICS AND CONVERSATION (3)

A practical study of the basic principles of phonetics, vocabulary building and conversation at the intermediate level with emphasis on correct pronunciation and intonation.

Prerequisite: Fr. 3.

#### 25AB. ADVANCED FRENCH (3-3)

A thorough review of the structure of the language with concentration on the more complex points of French grammar; exercises in prose composition.

Prerequisite: Fr. 4.

### 32. HISTORY AND CIVILIZATION OF FRANCE (3)

A background course for the study of French literature. Historical, social and cultural development of France.

Prerequisite: Fr. 4.

### 101. ADVANCED COMPOSITION (3)

Exercise in rhetoric; stylistic analysis; original compositions.

Prerequisite: Fr. 25.

### 112ABC. INTRODUCTION TO STUDY OF FRENCH LITERATURE (3-3-3)

An introduction to poetry, prose fiction and drama, tracing the development of each genre from the Middle Ages to the present. Special attention given to literary theory and internal criticism of works studied in class.

Prerequisite: Fr. 4.

A. Poetry

B. Prose Fiction

C. Drama

### 123. LITERARY EXPRESSION OF MEDIEVAL AND RENAISSANCE THOUGHT (3)

Themes, ideas and forms of Medieval and Renaissance literature as an expression of the life, thought and attitudes of the times: Poetry, prose, drama.

Prerequisite: 112ABC.

### 125. MASTERPIECES OF THE 17th CENTURY: PROSE AND POETRY (3)

Study of the different trends in prose and poetry with analysis of the major works.

Prerequisite: Fr. 112ABC.

### 126. THE CLASSICAL THEATER: CORNEILLE, RACINE AND MOLIÈRE (3)

A study of French Classicism as it is exemplified in the tragedies of Corneille and Racine, and the comedies of Molière.

Prerequisite: Fr. 112ABC.

### 127. THE AGE OF ENLIGHTENMENT: POETRY AND THEATRE (3)

A study of the artistic and intellectual trends of the eighteenth century as revealed by the major poets and dramatists of the period.

Prerequisite: Fr. 112ABC.

### 128. FRENCH THINKERS OF THE 18th CENTURY (3)

The intellectual origins of the French Revolution, with a concentration on the philosophical and literary significance of such prose writers as Diderot, Buffon, Fontenelle, Montesquieu, Voltaire and Rousseau.

Prerequisite: Fr. 112ABC.

### 129. FRENCH ROMANTICISM: POETRY AND THEATER (3)

Study of Romanticism as it is revealed in its two most important genres, lyric poetry and the drama.

Prerequisite: Fr. 112ABC.

### 130. REALISM AND NATURALISM (3)

A study of the novel and short story of the late nineteenth century; analysis of selected works of each genre.

Prerequisite: Fr. 112ABC.

### 131. POETRY OF THE LATE NINETEENTH CENTURY (3)

The aesthetic message of the poets of the Parnassian and Symbolist Schools; analysis of selected works.

Prerequisite: Fr. 112ABC.

132. MODERN FRANCE:  
SOCIAL AND CULTURAL TRENDS (3)

Contemporary aspects of French Civilization. A systematic examination of the social, political, economic, and artistic structure of the France of today  
Prerequisite: Fr. 32.

133. NEW TRENDS IN TWENTIETH CENTURY DRAMA (3)

Analysis of the works of eight contemporary playwrights, from Jean Cocteau to the Theater of the Absurd (1930 to the present).  
Prerequisite: Fr. 112ABC.

134. NEW TRENDS IN TWENTIETH CENTURY NOVEL (3)

A study of the search for identity as the hero of the contemporary French novel experiences "l'angoisse, l'engagement, l'absurde et l'anti-sentiment."  
Prerequisite: Fr. 112ABC.

135. CURRENTS IN TWENTIETH CENTURY POETRY (3)

Intensive study of the different trends of contemporary poetry with analysis of selected works.  
Prerequisite: Fr. 112ABC.

195ABC. SEMINARS IN SEVENTEENTH AND  
EIGHTEENTH CENTURY LITERATURE (3-3-3)

Selected topics for intensive investigation. For Seniors only.

196ABC. SEMINARS IN NINETEENTH AND  
TWENTIETH CENTURY LITERATURE (3-3-3)

Selected topics for intensive investigation. For Seniors only.

199. SPECIAL STUDIES (1-3)

By permission of the Department for seniors with a grade point average of B.

## German

1-2-3. ELEMENTARY GERMAN (3-3-3)

Develops fundamental skills in understanding, speaking, reading and writing.  
Intensive use of the Language Laboratory.

The following courses are offered only when registration warrants it.

4-5. INTERMEDIATE GERMAN (3-3)

Conversation stressed. Introduction to culture and civilization of the German-speaking peoples.  
Prerequisite: German 3 or equivalent.

101ABC. ADVANCED GRAMMAR, COMPOSITION,  
AND ORAL EXPRESSION (3-3-3)

118ABC. INTRODUCTION TO GERMAN LITERATURE (3-3-3)

Comprising authors of Germany, Austria, and Switzerland.

- A. From the beginnings to Illuminism.
- B. Classicism, Romanticism, Realism.
- C. From Naturalism to Modern Times.

## Italian

1-2-3. ELEMENTARY ITALIAN (3-3-3)

Develops fundamental skills in understanding, speaking, reading and writing.  
Intensive use of Language Laboratory.

The following courses are offered only when registration warrants it.

4-5. INTERMEDIATE ITALIAN (3-3)

Stress is laid on conversational Italian; culture and civilization are introduced.  
Prerequisite: Italian 3.

101ABC. ADVANCED GRAMMAR, COMPOSITION,  
AND ORAL EXPRESSION (3-3-3)

103ABC. ITALIAN LITERATURE IN SURVEY

- A. From beginning to Quattrocento.
- B. From Quattrocento to 19th Century.
- C. From 19th Century to present.

## Spanish

1-2. ELEMENTARY SPANISH (3-3)

Develops fundamental skills in understanding, speaking, reading, and writing with emphasis on the first two skills. Intensive use of the Language Laboratory.

3-4. INTERMEDIATE SPANISH (3-3)

Continues the development of the four language skills with emphasis on reading, writing and vocabulary building.

8. PHONETICS AND CONVERSATION (3)

A practical study of the basic principles of phonetics, vocabulary building and conversation at the intermediate level with emphasis on correct pronunciation and intonation.

Prerequisite: Sp. 3.

25AB. ADVANCED SPANISH (3-3)

A thorough review of the structure of the language with concentration on the more complex points of Spanish grammar; exercises in prose composition.

Prerequisite: Sp. 4.

42/142. HISTORY AND CIVILIZATION OF SPAIN (3)

A background course for the study of Peninsular literature. Historical, social and cultural development of Spain.

Prerequisite: Sp. 4.

44/144. CIVILIZATION OF SPANISH-AMERICA (3)

A background course for the study of Spanish-American literature. Historical, social and cultural development of Spanish-America.

Prerequisite: Sp. 4.

103. MORPHOLOGY AND SYNTAX (3)

Patterns of the Spanish language: verbs, word structure and word distribution.

109. ADVANCED COMPOSITION (3)

Concentration on analysis of basic stylistic elements and on students' original compositions.

Prerequisite: Sp. 25.

112ABC. INTRODUCTION TO STUDY OF  
SPANISH LITERATURE (3-3-3)

An introduction to poetry, prose fiction and drama tracing the development of each genre from the Middle Ages to the present. Special attention given to literary theory and internal criticism of works studied in class.

- A. Poetry
- B. Prose Fiction
- C. Drama

Prerequisite: Sp. 4.

115. APPLIED LINGUISTICS (3)

The linguistic approach to the teaching of Spanish.

118. HISTORICAL SPANISH GRAMMAR (3)

Origins and development of the language to modern times. Suggested for teachers.

123. LITERARY EXPRESSION OF MEDIEVAL THOUGHT (3)

Themes, ideas and forms of medieval literature as an expression of the life, thought and attitudes of the Middle Ages: poetry, prose and drama.



125. LYRIC POETRY FROM SANTILLANA TO QUEVEDO (3)  
(AT DOHENY CAMPUS ONLY:  
FROM SANTILLANA THROUGH NEOCLASSICISM)

Main lyric poets of the late fifteenth century, the Renaissance and the Baroque analysis of selected poems. Prerequisite: 112ABC.

127. CERVANTES (3)

An introduction to Cervantes' masterpieces: *El Quijote*, *Novelas Ejemplares*, *Entremeses* y *Comedias*.

Prerequisite: 112ABC and two advanced literature courses.

128. THEATRE OF THE GOLDEN AGE (3)

Discussion of the major figures of the Golden Age Theatre with emphasis on Lope de Vega, Tirso de Molina, Ruiz de Alarcon and Calderon.

Prerequisite: 112ABC and two advanced literature courses.

129. POETRY AND DRAMA OF THE NINETEENTH CENTURY (3)

Romanticism, Realism and Naturalism as manifested in the works of representative poets and dramatists. Detailed study and analysis of selected works.

Prerequisite: 112ABC.

130. REALISM IN THE SPANISH NOVEL

FROM 1554 to 1898 (3)

Evolution of literary realism in the Spanish novel from *El Lazarillo de Tormes* to the end of the nineteenth century, not including the Generation of 1898.

Prerequisite: 112ABC.

132. GENERATION OF 1898 (3)

Study of the characteristics of the Generation of 1898 through analysis and interpretation of selected works of its major representatives.

Prerequisite: 112ABC.

133. NEW DIRECTIONS IN THE  
PENINSULAR SPANISH NOVEL (3)

Main trends in the contemporary Spanish novel after the Generation of 1898. Intensive study and analysis of selected works.

Prerequisite: 112ABC.

134. NEW DIRECTIONS IN SPANISH  
POETRY AND THEATRE (3)

Analysis of the major trends of Spanish Poetry and Theatre after the Generation of 1898 through an intensive study of specific authors.

Prerequisite: 112ABC.

140. CONTEMPORARY SPANISH-AMERICAN POETRY (3)

Trends, schools and movements in lyric poetry from the first manifestations of the "Modernista" movement to the present.

Prerequisite: 112ABC.

143. THE SPANISH-AMERICAN NOVEL (3)

The development of the novel with emphasis on the most characteristic authors and genres of the Twentieth Century.

Prerequisite: 112ABC.

147. LITERARY ANALYSIS (3)

Introduction to the study of literary devices, figures of speech and the differentiation of literary genres.

170. HONORS COURSE (3)

Intensive study of a topic chosen by the instructor in charge. Open to selected juniors with the consent of department chairman and instructor concerned.

195ABC. SEMINARS IN MEDIEVAL AND  
GOLDEN AGE LITERATURE (3-3-3)

Selected topics for intensive investigation. For Seniors only.

196ABC. SEMINARS IN NINETEENTH AND  
TWENTIETH CENTURY LITERATURE (3-3-3)

Selected topics for intensive investigation. For Seniors only.

199. SPECIAL STUDIES (1-3)

By permission of the Department for Seniors with a grade point average of B.

227. EL QUIJOTE (3)

The meaning of Cervantes' masterpiece through a careful study of its form; its significance through out the centuries with special attention to twentieth century interpretations.

230. THE RECREATION OF THE PAST IN  
SPANISH ROMANTICISM (3)

Aspects of the revival of legendary and historical material in the poetry, drama and novel of the Romantic Period.

231. REALISM AND NATURALISM IN NINETEENTH  
CENTURY PENINSULAR PROSE FICTION (3)

Characteristics of Nineteenth century Spanish Realism and Naturalism through an intensive study and analysis of representative novels and short stories.

232. STUDIES IN THE GENERATION OF 1898 (3)

The spirit of the generation of 1898 as reflected in the works of its major representatives. Intensive analysis of selected works.

237. REALISM AND NATURALISM IN  
SPANISH-AMERICAN LETTERS (3)

A study of the social and literary significance of Spanish-American Realism and Naturalism through an investigation of the novel, short story and drama from 1855 to 1918. Analysis of representative works of each genre.

240. RUBEN DARIO AND THE MODERNISTA POETS (3)

Study of the Modernistic period in Spanish-American poetry through an intensive study and analysis of the works of its most representative poets.

242AB. THEMES AND TRENDS IN THE SPANISH-AMERICAN  
NOVEL OF THE EARLY TWENTIETH CENTURY (3-3)

A. A study of the novel of the Mexican Revolution, the "indianista" novel, the "novela de la tierra," and the "novela gauchesca" showing the influence of geography, time and place.

B. A study of the psychological, the philosophical, and the "modernista" novel of the early twentieth century.

243. EVOLUTION OF THE SPANISH-AMERICAN  
SHORT STORY (3)

The development of the short story with emphasis on the most characteristic authors of the Nineteenth and Twentieth Centuries.

263. THE EPIC TRADITION IN MEDIEVAL LITERATURE (3)

An investigation of the continuity and variations of epic themes in the poems, chronicles and ballads of the Middle Ages.

264A. RENAISSANCE AND BAROQUE POETRY (3)

The development of peninsular lyric poetry from Garcilaso to Quevedo in the light of the literary, political and philosophical ideals of the Golden Age.

264C. LOPE DE VEGA AND HIS CONTEMPORARIES (3)

After a brief consideration of the Spanish Medieval and early Renaissance theatre, a detailed study of the creation of the national theatre by Lope de Vega and his contemporaries with emphasis on ideological interpretation and on problems of structure and style. Critical analysis of masterpieces of Lope de Vega, Guillen de Castro, Velez de Guevara, Ruiz de Alarcon, Tirso de Molina.

264D. MYSTIC LITERATURE (3)

A study of the works of Fray Luis de Granada, Santa Teresa de Jesus, San Juan de la Cruz, and Fray Luis de Leon in the light of the literary and philosophical ideals of sixteenth century Spain; emphasis on the artistic significance of the works studied.

273AB. THE PENINSULAR NOVEL AFTER THE CIVIL WAR (3)

Analysis of the principal literary and ideological characteristics of the Post-Civil War Spanish novel through an intensive study of specific authors.

273C. THE PENINSULAR THEATRE AFTER THE CIVIL WAR (3)

Main trends in contemporary Spanish theatre from Buero Vallejo to the present time. Intensive study and analysis of selected works.

273D. PENINSULAR POETRY AFTER THE CIVIL WAR (3)

Main trends in contemporary Spanish poetry starting with the Poetic Generation of 1936. Intensive study and analysis of selected works.

274. CONTEMPORARY SPANISH THOUGHT (3)

Spanish prose writers -exclusive of fiction- who have influenced the intellectual life of the twentieth century starting with the Generation of 1898 to today.

278. ROMANTICISM IN SPANISH-AMERICAN  
POETRY AND NOVEL (3)

Characteristics of nineteenth century Spanish-American Romanticism through an intensive study and analysis of works of representative poets and novelists.

280A. "ISMOS" IN SPANISH-AMERICAN  
POETRY AFTER RUBEN DARIO (3)

Trends, schools and movements in Spanish-American poetry since the "Modernista" movement. Intensive study and analysis of representative poetical works.

280B. NEW DIRECTIONS IN THE SPANISH-AMERICAN  
NOVEL SINCE 1940

Trends and movements in the Spanish-American novel from 1940 to the present time; literary and ideological characteristics; analysis of selected works.

280C. NEW DIRECTIONS IN THE SPANISH-AMERICAN  
THEATRE (3)

After a brief survey of the development of the theatre in Spanish-America, the dramatic activity of the last two decades is studied in depth through the analysis of representative works.

281ABC. SEMINARS ON MEDIEVAL LITERATURE (3)

282. CONTEMPORARY SPANISH-AMERICAN THOUGHT:  
THE ESSAY (3)

Directions and trends of Spanish-American thought as reflected in the work of representative essayists.

283ABC. SEMINARS ON GOLDEN AGE LITERATURE (3)

285ABC. SEMINARS ON NEOCLASSICAL AND  
NINETEENTH CENTURY LITERATURE (3)

287ABC. SEMINARS ON CONTEMPORARY LITERATURE (3)

293ABC. SEMINARS ON EIGHTEENTH AND NINETEENTH CENTURY  
SPANISH-AMERICAN LITERATURE (3)

296ABC. SEMINARS ON CONTEMPORARY SPANISH—AMERICAN  
POETRY AND THEATRE (3)

297ABC. SEMINARS ON CONTEMPORARY SPANISH—AMERICAN  
PROSE (3)

299. DIRECTED INDEPENDENT STUDIES (3)

Prerequisite: Graduate standing and acceptance by the Department.

370. METHODS OF TEACHING FOREIGN LANGUAGES (3)

Methods and materials for teaching foreign languages in the secondary school.

\* May be taken for graduate credit.

Upper division courses in French and Spanish will be offered in alternate years.

Beginning courses in German and Italian will be offered in alternate years. Advanced courses toward the minor will be offered when enrollment warrants it.

## DEPARTMENT OF

## HISTORY, POLITICAL SCIENCE, ECONOMICS

### BACHELOR OF ARTS

#### History

PREPARATION for the Major — History 1AB, 25; Political Science 1 or 10.

Recommended: Econ. 1.

THE MAJOR — 10 upper division courses including History 101, 198 or Philosophy 187, a 2-course sequence in American History and in European History, followed by an additional course in each field, plus 2 courses selected from the history of other areas.

Research paper required.

THE TEACHING MINOR — A minimum of 7 courses, including History 1AB, 101 or 198, 2 upper division courses in American History plus 2 upper division courses in other areas.

#### Political Science

PREPARATION for the major — Political Science 10, plus History 1A or 1B.

THE MAJOR — 10 upper division courses in Political Science.

THE TEACHING MINOR — A minimum of 7 courses, 3 of which must be upper division.

#### Economics

PREPARATION for the Major — Econ. 1, 2, 6; Math 38.

Recommended: Introductory course in calculus, political science and sociology.

THE MAJOR (Business Economics) — A minimum of 8 upper division courses, including Econ. 100AB, 108, 113, 160, 198.

THE TEACHING MINOR — A minimum of 7 courses, including Econ. 1, 2, 108.

#### Social Science

##### HISTORY EMPHASIS

PREPARATION for the Major — Same as History major.

THE MAJOR — A minimum of 9 upper division courses, including Hist. 101 or 198, a 2-course sequence in American History, a 2-course sequence in European History, plus one course in another area and 3 upper division courses chosen from Political Science, Economics, or Sociology.

#### POLITICAL SCIENCE EMPHASIS

PREPARATION for the Major — Same as Political Science major.

THE MAJOR — 8 upper division courses — 5 in Political Science, plus 3 in either History, Economics, or Sociology.

#### ECONOMICS EMPHASIS

PREPARATION for the Major — Econ. 1, 2.

THE MAJOR — 8 upper division courses, including Econ. 108, 113, 150, 191 or 195, one elective, plus 3 upper division courses in either History, Political Science or Sociology.

THE MAJOR (International Affairs) — Pol. Sci. 1; Econ. 110, 191, 195, three courses chosen from each of the following groups: Econ. 100AB, 108, 112, 113, 114AB; Hist. 124AB, 147, 148AB, 162AB, 175, 178; Pol. Sci. 102, 131, 132, 134, 135, 155.

THE MAJOR (The Dynamics of Changing America) — Pol. Sci. 1, 10; Soc. 1; Econ. 108, 113, 193; three courses chosen from each of the following groups: Econ. 125, 131, 150, 152, 175; Pol. Sci. 113, 118, 119, 146, 170; Soc. 104, 161, 175, 180, 190.

Recommended: Phil. 134, 160, and courses in United States History.

## History

### 1A-1B. WORLD CIVILIZATION (3-3)

An historical study of the major elements in man's heritage designed to introduce the student to the ideas, attitudes, and institutions basic to major world civilization.

### 10. HISTORY AND HISTORICAL PERSPECTIVES OF THE MODERN WORLD (3)

This course is intended to acquaint the beginning college student with a basic knowledge of what history is and how it relates to the whole body of knowledge. It exemplifies the relation of the past to the present by the study of selected modern nations in historical perspective. These nations are chosen so as to present the varied cultural and historical backgrounds of the modern world. The course fulfills the Freshman requirement.

### 17. PROBLEMS IN AMERICAN HISTORY AND INSTITUTIONS (3)

This course emphasizes the constitutional problems of the American Revolution and the founding of the American Republic as well as the later crises brought on by slavery and sectionalism leading to the civil conflict. The socio-economic implications of these crises are also stressed. The final problems deal with the evolution of the presidency since 1900, the changing relationships of the federal government to the economy, and the growth of executive power. This course is designed for the extended-day/Sat. classes and for foreign students.

It fulfills the California State requirement in American History and Institutions.

### 25/125. CULTURAL AND HISTORICAL GEOGRAPHY (3)

A survey of the basic cultural elements of geography, of their correlation with the physical elements, and of the geographic factors basic to the study of history and the social sciences.

### 32ABC. FUNDAMENTAL ISSUES IN AMERICAN HISTORY (3-3-3)

Study of the major trends and problems in the American development designed to contribute to an understanding of the present. Any 2 of these fulfill the state requirements in American history and institutions. Doheny Campus only.



### 33AB. THE CONTEMPORARY WORLD: SELECTED TOPICS (3-3)

A political, social, economic, and cultural study of various key areas in the modern world. Doheny Campus only.

### 101. THE WRITING OF HISTORY (3)

An examination of and practice of the methods of modern research and the particular tools of history: chronology, analysis, and interpretation. Attention is given to the craft of working with different sources and the development of style.

### 111AB. THE ANCIENT MEDITERRANEAN, GREEK AND ROMAN WORLDS (3-3)

- A. The study of the ancient Mediterranean and Greek world from the rise of civilization in Mesopotamia and Egypt through the Mycenaean, Greek city-state, Macedonian and Hellenistic eras. Consideration of the patterns of government, social and economic life, science, and the arts until the intervention of Rome.
- B. The history of Roman civilization with emphasis on the ancient kingship, the founding of the Republic, Greek influences, and the establishment of the Empire.

### 112. ECONOMIC HISTORY OF EUROPE (3)

Cf. Econ. 112.

### 113. ECONOMIC HISTORY OF THE UNITED STATES (3)

Cf. Econ. 113.

### 117. THE AMERICAN DEMOCRATIC REPUBLIC (3)

Specifically structured to fulfill the California State requirements in American History and Institutions, this course emphasizes the historical development of the United States as illustrated in the federal and state constitutions, the courts, and the legislatures; the power of the executive as policy maker; and the development of foreign policy.

### 121AB. THE MEDIEVAL WORLD (3)

A survey of the principal events of European history from the fall of Rome to 1450.

- A. Heirs of the Roman Empire, Byzantium, Western Europe, and Islam, Carolingian Europe and new invasions; feudalism; territorial, economic and religious frontiers.
- B. The High Middle Ages; Church and State; rise of the feudal monarchies; the dynamics of Medieval culture as reflected in literature, art, education, law, science, and philosophy.

### 124AB. THE NEAR EAST (3-3)

- A. A survey of the peoples and institutions of the Near East from 600 to 1500 with emphasis on the rise and spread of Islam, the Caliphate, the effects of the Crusades, and the Turkish and Mongol invasions.
- B. The Near East from 1500 to the present, with emphasis on the Ottoman and Persian Empires, internal decay and reform, and the emergence and role of the modern states.

### 140. THE INTELLECTUAL HISTORY OF EUROPE IN THE NINETEENTH AND TWENTIETH CENTURIES (3)

Study of the competing ideas in European history as expressed in artistic, literary, philosophical, and scientific developments from Romanticism to the present.

### 141. EUROPE: THE ERA OF THE RENAISSANCE AND THE REFORMATION (3)

A study of the transition from Medieval to Modern civilizations, with emphasis on the cultural achievements of the Renaissance, the causes of religious disunity, the reformation, the counter-reformation, and the reformation and the modern world.

142. EUROPE: THE AGE OF CRISES, 1560-1660 (3)

The study of a hundred years of political and intellectual tension and conflict, of dynastic and religious wars. The era of Europe's territorial expansion; of economic change; of the dominance of Hapsburg Spain, of Elizabethan and Stuart England; and of the establishment of the Bourbons of France.

143. EUROPE: THE OLD REGIME AND THE ENLIGHTENMENT, 1660-1789 (3)

The European search for security and the effort to reconcile the Old Regime with the New Science of the Enlightenment. An examination of the attempt to maintain the political balance and of the growth of forces leading to the era of Revolutions.

144. EUROPE: THE AGE OF REVOLUTION, 1789-1815 (3)

A study of the tensions in European society leading to the French Revolution. An analysis of the Revolution and of the rise of Napoleon. The political, social, economic, and intellectual effects of the Age of Revolutions on Europe.

146. EUROPE: THE NINETEENTH CENTURY, 1815-1914 (3)

The history of Europe from the decline of Napoleon to the outbreak of World War I. A survey of the international relations and internal conditions of the major countries, the emphasis on the rise of liberalism, nationalism, socialism, and imperialism.

147. EUROPE: THE TWENTIETH CENTURY, 1914- (3)

A study of the major domestic and international issues with special emphasis on the rise of dictators, the decline of Europe, its integration into the world scene, and prospects for the future.

148AB. HISTORY OF RUSSIA (3-3)

- A. Russia to 1860. A survey of the political, economic, and social developments, and of foreign relations in the Kievan, Muscovite, and St. Petersburg periods.
- B. Russia from 1860 to the present. Reform and radical movements, international politics, the era of revolutions in Russia, and the formation, internal developments and foreign relations of the Soviet Union.

151AB. HISTORY OF ENGLAND AND GREAT BRITAIN (3-3)

Major trends in the development of England and the British Empire; the evolution of the Commonwealth of Nations and current trends.

160. HISTORY OF SPAIN AND PORTUGAL (3)

162AB. HISTORY OF LATIN AMERICA (3-3)

- A. Survey of the discovery, exploration, and settlement of Latin America; the colonial systems of Spain and Portugal; the economic, political, and cultural development of the colonies.
- B. Latin America from the Wars of Independence to the present, with particular consideration of the fundamental political, economic, and cultural factors, and of the increasing importance of Latin America in world affairs.

171AB. U.S.: THE COLONIAL ERA—THE NEW NATION (3-3)

- A. The study of the founding and the political, social, and economic history of the thirteen colonies and their neighbors, with attention to European backgrounds.
- B. The American Revolution, confederation, and union under the Constitution; the social, economic, and cultural development of the United States to 1800.

172. U.S.: JEFFERSONIANISM AND JACKSONIANISM (3)

The political and social history of the United States from 1801 to 1850; political developments, western settlements, territorial expansion, economic developments, and the roots of intersectional conflict.

173. U.S.: CIVIL WAR AND RECONSTRUCTION (3)

Concentration on the causes underlying the outbreak of the conflict between the North and the South; the formation of the Confederate States; the war years; reconstruction and its effect on American civilization.

174. U.S.: INDUSTRIALISM, POPULISM, AND PROGRESSIVE REFORMS (3)

A study covering the rise of American industrialism in the 1860's through labor trends, the populist Revolt, Imperialism, and the Progressive Reforms of Roosevelt, Taft, and Wilson.

175. U.S.: THE TWENTIETH CENTURY (3)

A study of the twentieth century aspects of American life; national and international problems; the place of the United States in world affairs.

177. THE INTELLECTUAL AND SOCIAL HISTORY OF THE UNITED STATES (3)

A consideration of the attitudes, ideas, and society of the United States together with social movements, intellectual developments, and cultural changes in the American environment.

178. DIPLOMATIC HISTORY OF THE UNITED STATES (3)

A survey of the factors entering into the formation and the carrying out of American foreign policy, with emphasis on twentieth century developments and post World War II problems.

179. CONSTITUTIONAL HISTORY OF THE UNITED STATES (3)

The evolution of the fundamental characteristics and trends in American Constitutional development with emphasis on contemporary problems.

181. THE AMERICAN WEST (3)

A consideration of the special problems in American History resulting from the impact of civilization on an open frontier. The Turner thesis is examined and the particular characteristics and contributions of the fur-trading, mining, cattle, and farming frontiers are studied.

188. CALIFORNIA HISTORY (3)

The social, economic, cultural, and institutional development of California through the Spanish, Mexican, and American periods; the influence of the development of the Pacific Coast on the United States, nationally and internationally.

193AB. STUDIES IN SELECTED HISTORICAL PROBLEMS AND/OR AREAS (3-3)

The course will reflect special areas of research by various faculty members and visiting lecturers. The particular area of study will be announced in the term schedules.

197ABC. READINGS IN HISTORICAL LITERATURE (1-3)

Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and present. Limited to majors in history.

198. HISTORIOGRAPHY (3)

An introduction to the most significant historians and historical works. Evaluation of representative historians, including their: (1) philosophy of history, (2) methods of gathering information, (3) use and criticism of sources, (4) credibility, and (5) artistic presentation. Required of history majors in the senior year.

208. SEMINAR: SELECTED HISTORICAL PROBLEMS OR TOPICS (3)

Particular area or subject announced in the term schedules.

248AB. SEMINAR: RUSSIAN HISTORY (3-3)

251. SEMINAR: ANCIENT HISTORY (3)

252. SEMINAR: HISTORY OF THE NEAR EAST (3)
- 254AB. SEMINAR: MEDIEVAL HISTORY (3)
- 256AB. SEMINAR: MODERN EUROPEAN HISTORY (3)
260. SEMINAR: ENGLISH HISTORY (3)
- 262AB. SEMINAR: LATIN AMERICAN HISTORY (3-3)
- 270AB. SEMINAR: U.S. HISTORY (3-3)
- 274AB. SEMINAR: RECENT U.S. HISTORY (3-3)
293. PROBLEMS IN THE METHODS AND TECHNIQUES OF  
TEACHING HISTORY AND THE SOCIAL SCIENCES (3)
- This is a required course in the Master of Arts in Teaching program. While it includes some of the methods and techniques of teaching, it is designed for a wide comprehension, organization and presentation of materials together with bibliography, with attention to the integrated role of the social sciences in the teaching process.
295. THESIS GUIDANCE (3-3)

## Political Science

### 1/101. AMERICAN GOVERNMENT AND INSTITUTIONS (3)

An introduction to the principles and problems of government, with particular emphasis on the formation and development of the national and state administrative, legislative, and judicial systems and processes. California is used as the basis for the state.

### 10. POLITICAL CONCEPTS (3)

The aim of this course is to acquaint freshmen with the scope and techniques of political science by relating a major concept in the field to current problems and issues: in this way the contribution of political science to the understanding and clarification of political phenomena can be exemplified. Fulfills Freshman Social Science requirement.

### 102. COMPARATIVE POLITICS (3)

An investigation of the concepts and techniques which enable the student to compare divergent political systems, focusing upon both traditional and innovative concepts such as power, ideology, decision-making, elitism, and the structural-functional approach. Particular attention is devoted to concepts useful in the study of non-western political systems.

### 103. SCOPES AND METHODS IN POLITICAL SCIENCE (3)

An examination of the techniques and tools of analysis as well as the particular inquiries distinguishing political science from the other social sciences. Required of majors.

### 108. AMERICAN CONSTITUTIONAL LAW (3)

An examination of the major landmarks in the development of American constitutional law with particular emphasis upon the changing relationship between the national government and the states, as well as the increasing assumption of jurisdiction by federal authority. Particular attention will be devoted to the values and ideologies of the justices in major decisions.

### 112. CONTEMPORARY POLITICAL THEORY (3)

A study of the major contributors to political theory from Marx to the present day, including such theorists as Dewey, Russell, Weber, Mosca, Pareto, Nehru, MacIver, Becker, Laski, Cole, *et. al.* The normative approach will be de-emphasized in favor of the descriptive and analytical approach.

113. AMERICAN POLITICAL THEORY (3)

A critical examination of the contributors to the formation and sustenance of the consensual framework within which American government, politics, and society operate, with special attention to the great constitutional crises of the past 150 years.

116. DEMOCRACY AND DEMOCRATIC THEORY (3)

A critical examination of the major theorists of democracy in the twentieth century with emphasis upon both the justifications and pre-conditions of democratic government and society. In particular insights derived from psychology and sociology are utilized.

117. WORLD POLITICAL THEORY (3)

The history of man's attempt to explain the relationship of a man to governmental institutions with particular emphasis upon the values to be implemented by society. The time period spans the development of Greek political theory to the middle of the nineteenth century.

118. THEORIES OF POLITICAL CHANGE (3)

A critical examination of theories of political change, the relation of political change to changes in economic and social systems, and the relevance of such theories for the experience of both western and non western societies.

119. CONCEPTS IN POLITICAL THEORY (3)

Selected concepts to be dealt with in depth. Specific concepts noted in term schedule.

125. FOREIGN RELATIONS OF THE UNITED STATES (3)

A survey of the factors entering into the formation and execution of American foreign policy.

131. INTERNATIONAL RELATIONS (3)

A general survey of the institutions, considerations, and ideologies involved in the formation and execution of foreign policy within a world context. Special attention is placed upon international agencies, including the United Nations.

132. POLITICS OF NEW NATIONS (3)

An examination of common elements in patterns of political processes in the newly independent nations of the world.

134. INTERNATIONAL ORGANIZATION (3)

An examination of the origins, structure, and practices of international agencies with special attention to the United Nations. The primary technique in this approach is an attempt at role-playing by virtue of participation in the Western Model United Nations. Required of M,U,N. delegates.

135. SELECTED PROBLEMS IN INTERNATIONAL ORGANIZATION (3)

Particular emphasis is placed on the role of international organizations and the maintenance of world peace.

146. PUBLIC OPINION AND PROPAGANDA (3)

A study of the techniques utilized by professional public relations experts in the manipulation of public opinion as well as the strategies of electoral victory available to the political participant for the maximization of particular goals.

147. POLITICAL BEHAVIOR ANALYSIS (3)

An introduction to quantitative methods in the study of political behavior.

148. THE PSYCHOLOGY OF POLITICS (3)

See Psychology 148 for description of this course.

155. COMPARATIVE POLITICS OF SELECTED AREAS (3)

An examination of the government, political practices, personalities, and problems of selected areas. Specific area designated in the term schedule.



170. AMERICAN PARTY POLITICS (3)

The development, organization and character of the American party system.

175AB. SELECTED TOPICS IN THE AMERICAN POLITICAL STRUCTURE (3)

Specific area will be announced in the term schedules.

193/293. SELECTED PROBLEMS IN POLITICAL SCIENCE (3)

## Economics

1. PRINCIPLES OF ECONOMICS (3)

An introduction to the principles and tools of economic analysis with emphasis on national income, employment, money and banking, business fluctuations, and economic growth.

2. PRINCIPLES OF ECONOMICS (3)

An introduction to the principles and tools of economic analysis with emphasis on the price system, market structures, the distribution of income; public expenditures, taxation, debt; the international economy; and other economic systems. Economics 1 is not a prerequisite.

6. ELEMENTARY ACCOUNTING (3)

An introduction to basic accounting concepts and tools, and to the function of accounting in the management and internal control of enterprise.

10. MODERN ECONOMICS: THE AMERICAN ECONOMY IN TRANSITION (3)

An introduction to the science and techniques of economics and a study of the role of government in the American economy, with the Great Depression of the 1930's as the pivotal decade. Fulfills Freshman Social Science requirement.

100A. MICROECONOMIC ANALYSIS (3)

Intermediate study of consumer choice, cost of production, and exchange; market structures; wages, rent, interest, and profits.

Prerequisites: Economics 1, 2.

100B. MACROECONOMIC ANALYSIS (3)

Intermediate study of national income and employment, business fluctuations, economic growth, monetary and fiscal policy.

Prerequisites: Economics 1, 2.

108. SOCIO-ECONOMIC RESPONSIBILITY IN A DYNAMIC SOCIETY (3)

A study of social justice and other socio-economic concepts; application to current issues in property, wages, profits, unions, the structure of the economy, and the role of government.

110. ECONOMIC GROWTH AND DEVELOPMENT (3)

A study of the process of expansion and development in the basic productive elements of a society; economic structures, goals, and policy alternatives of low-income countries; the role of foreign assistance.

112. ECONOMIC HISTORY OF EUROPE (3)

The rise and spread of commerce and capitalism in Western Europe; a critical evaluation of the concept of the Industrial Revolution; the economic development of the modern European state; the process of economic cooperation and integration.

113. ECONOMIC HISTORY OF THE UNITED STATES (3)

A study of the economic development of the United States: agriculture, industry, labor, commerce, finance, and transportation.

114AB. THE ECONOMICS OF LATIN AMERICA (3-3)

Analysis of economic systems in Latin America; application of theories and policies of growth and development; special study of one or two countries and of efforts at economic cooperation.

125. GOVERNMENT AND BUSINESS (3)

The public regulation and control of private enterprise with special emphasis on antitrust legislation and court decisions.

131. ECONOMICS OF GOVERNMENT EXPENDITURES (3)

Income and expenditure of federal, state, and local governments; theories of tax incidence; nature and implications of the public debt; fiscal policy; and inter-governmental fiscal relations.

144. PERSONAL FINANCE (3)

Survey of various financial institutions and their functions as they affect the individual consumer; emphasis on the basic principles underlying investment planning, family security, and home buying.

150. LABOR ECONOMICS (3)

The evolution of the trade union organization in the United States and labor legislation affecting it; an economic analysis of wage determination and its effect on employment; and union-management relations in the collective bargaining process.

152. ECONOMICS OF POVERTY AND INSECURITY (3)

A survey of the problems of poverty, insecurity, and inequality; provisions for educational, employment, and social opportunity; protection against low wages, loss of income, and other aspects of poverty and insecurity.

160. MARKETING (3)

A survey of basic marketing institutions, practices, and legislation; the subjects of merchandising, wholesaling, distribution channels, pricing, advertising, and marketing research.

175. URBAN ECONOMICS (3)

Economic analysis applied to significant, current, urban problems, especially the inner city; the growth and decline of regions with particular emphasis on metropolitan areas.

191. COMPARATIVE ECONOMIC SYSTEMS (3)

Analysis of the economic systems of the modern world with emphasis on the varying degrees of planning found in free-enterprise, democratic-mixed, and communistic economies.

193/293. SELECTED PROBLEMS IN ECONOMICS (3)

Analysis of current topics of public interest.

195. INTERNATIONAL ECONOMICS (3)

The general principles and mechanisms of international trade, economic development, and integration.

198. METHODS OF RESEARCH (3)

See Sociology 117.

## DEPARTMENT OF HOME ECONOMICS

### BACHELOR OF SCIENCE

REQUIREMENTS — In addition to the General Requirements found on page 20, the following are specific requirements for the Bachelor of Science Degree with a Major in Home Economics:

- English 1, 2
- Philosophy 5, 20, 21
- Theology 3 plus 2 elective courses
- Psychology 1
- One Social Science selected from Soc. 1, Anthro. 2.
- One Colloquia
- One course in Chemistry
- One course in Biology

PREPARATION for the Major — H.E. 10, 11 or equivalent, 25, 30, 33.

THE MAJOR — Eight to ten upper division courses, including H.E. 180, 188, 190AB, plus Econ. 144. Courses are to be selected in consultation with an advisor.

THE TEACHING MINOR — A minimum of 7 courses including one course from each of the following areas: Child Development and Family Relations, H.E. 11, 25, 30 and two courses selected from H.E. 10, 107, 108, 131, 133, 145, 155, 156, 166.

### BACHELOR OF ARTS

CHILD DEVELOPMENT Area Major — H.E. 7/107, 134, 135, 139, 145 requirements for the student with the Home Economics Emphasis.

PREPARATION for the Major — Psy. 1, Soc. 1.

THE MAJOR — 11 upper division courses from the fields of Home Economics, Psychology, and Sociology, with a minimum of five and a maximum of seven courses in one of the fields, including Home Econ. 134, 135/139; Educ. 138; Psy. 112, 132; Soc. 161, 175.

Recommended courses: Home Econ. 7/107 or 10, 140, 145; Educ. 134, 171; Psy. 134, 135, 168; Soc. 2, 104, 120, 145; Anthro. 2.

## Home Economics

### 5. FOOD MANAGEMENT (3)

A study of the basic principles governing food selection, production, and service in the modern home; application of these principles to the psychological and physical needs of the family.

Lecture, 2 hours; Laboratory, 2 hours.

### 7/107. NUTRITION IN PREGNANCY, INFANCY & CHILDHOOD (3)

The nutritional needs of the body are studied in relation to a variety of ecological, ethnic, cultural, social, religious and economic factors.

### 10. BASIC NUTRITION (3)

Study of the principles of nutrition and their application, with emphasis on the nutritional requirements of the body at different age levels in the maintenance of health and prevention of deficiency diseases; limited integration of diet therapy.

Prerequisite: Chemistry 2.

### 11. FOOD STUDY (3)

Study of the basic ingredients and techniques used in food preparation, emphasizing the application of scientific principles in the selection and preparation of food.

Prerequisite: Chemistry 2.

25. CLOTHING DESIGN AND SELECTION IN MODERN LIVING (3)

Modern uses and roles of clothing, as affected by psychological forces, seen in historic perspective. Application of art elements and principles to the selection of clothing for differing personal, family, and social needs.

30. ELEMENTARY CLOTHING CONSTRUCTION (3)

Principles and techniques of clothing construction; pattern and fabric selection; uses of equipment.

Prerequisite: H.E. 25.

31/131. ADVANCED CLOTHING CONSTRUCTION (3)

Analysis of pattern modification, advanced construction, fabrics and decorative details.

Prerequisites: H.E. 25, 30.

33/133. INTRODUCTION TO TEXTILES (3)

Identification, use and care of textiles related to fibers, fabric construction and finishes. Upper division credit requires more extensive work.

36/136. THE PRE-SCHOOL CHILD (3)

Science of the pre-school child dealing with the stage of growth and maturation from prenatal beginnings through the 6th year. Emphasis placed on the effects of environmental influences upon individual patterns of development and the psychological and social interactions between a child and other members of the society into which he is born and in which he is reared.

Observation experiences provided.

38. FAMILY RELATIONS (3)

A study of the function of the homemaker in the contemporary family; emphasis on the understanding of the interaction of family members and their contributions to happy family living.

40/140. CREATIVE EXPERIENCES OF CHILDREN (3)

Exploring and developing the value of creative experiences for the young child through dramatic play, art materials, rhythm activities, story telling and literature, science and language.

45. FIELD WORK OBSERVATION AND PARTICIPATION (1)

Observation-participation in a nursery school providing each student with a wide range of experience in instruction and guidance of young children. The laboratory work is supplemented by seminar-type staff meetings, assigned readings, special projects, and training in recording observations. The course is given each term.

48. MANAGEMENT PRINCIPLES (3)

Principles of time and motion study, work simplification, storage, work area arrangement and safety as applied to the home. Current buying practices of consumers of household commodities in relation to new technological developments.

57. ART IN THE HOME (3)

An introduction to basic principles of house planning and furnishing with appropriate analysis of needs and preferences regarding family personality, desired way of living, aesthetic appreciation, and human resources.

61/161. MERCHANDISING (3)

(Cf. Econ. 161)

95. INDEPENDENT STUDY (1-3)

An opportunity to do individual work on a problem of special concern. The student must obtain approval of home economics advisor.

Prerequisite: 3-6 units of coursework in chosen area.

108. MEAL MANAGEMENT (3)

Application of principles of food preparation and meal service in relation to acceptable quality, appetite appeal and preservation of nutritive value;

management process, decision making and the effective use of available resources, including time, energy, money and equipment are emphasized.

#### 112.<sup>+</sup> EXPERIMENTAL FOODS (3)

An application of scientific methods to the study of food structure, composition and preparation. Emphasis is placed on developing ability to work independently, to interpret accurately and apply current research in food technology.

Prerequisites: H.E. 10, 11; Chemistry.

#### 115.\* ADVANCED NUTRITION (3)

Study of the vital interrelationships which exist between all nutrients, with emphasis on digestion, absorption, and metabolism.

Prerequisites: H.E. 10; Biol. 50; Chemistry.

#### 118. NUTRITION IN DISEASE (3)

A study of the principles underlying nutritional therapy in certain diseases stressing modification of the normal diet; particular emphasis is placed on a survey of current technical literature.

#### 131. ADVANCED CLOTHING CONSTRUCTION (3)

Analysis of pattern modification, advanced construction, fabrics and decorative details.

Prerequisites: H.E. 25, 30.

#### 134. CHILD DEVELOPMENT (3)

Study of the dynamics of children's behavior; trends, continuity, interrelationship of growth and behavior; emphasis placed upon helping the student view the developmental tasks of childhood as the child's effort to cope with life situations.

Prerequisite: Psychology 1.

#### 135. THE CHILD IN HIS FAMILY AND COMMUNITY (3)

A study of interactive experiences in family, school and community that influence the socialization of the young child.

Recommend HE 36 or 134.

#### 139. MARRIAGE AND THE FAMILY (3)

An exploration of the self concept in relation to basic needs and goals in a family context; a study of marriage practices and marital adjustment among various cultural family types and different faiths.

#### 145. HOME MANAGEMENT (3)

Study of current trends in management of resources available to the individual and family, stressing management process and decision making as factors in human relationships; philosophy and values implicit in conscious decision making emphasized.

#### 146. HOME MANAGEMENT LABORATORY (3) (Special Fee: \$130.00)

Supervised residence in the home management apartment; experience is provided for managing the activities and assuming the responsibilities involved in group living.

Prerequisites: H.E. 10, 11, 108, 145.

#### 149. HOME MANAGEMENT PROJECT (3)

Application of the principles of the management process to a specific situation which could include field work with individuals and/or families. Emphasis is placed upon an understanding of values and goals, needs and available resources, consumer education and effective communication with individuals or groups involved.

#### 155. HOME DESIGN (3)

Housing and furnishing needs of families as seen in historic perspective. Analysis of exteriors and interiors in relation to family needs and income levels.

#### 156. HOME FURNISHINGS (3)

Aesthetic and economic problems in the selection of furniture and equipment for families.

Prerequisite: H.E. 155.



166.\* PRINCIPLES OF TAILORING CONSTRUCTION (3)

Comparison in the selection, design and construction of custom and trade methods of tailoring.

Prerequisites: H.E. 25, 30, 31, 33.

168. HISTORY OF COSTUME (3)

Study of the evolution of costume, its social, psychological and political influences; emphasis on color, fabrics, and accessories.

180. DEMONSTRATION TECHNIQUES (3)

A study designed to develop a working knowledge of the elements necessary for the varied types of educational and commercial demonstrations, including planning, organization, and execution; field trips and guest lectures provide student contact with the professional person in this area of home economics.

182. RECENT TRENDS IN NUTRITION (3)

A survey and evaluation of new development in nutrition and the relationship of these developments to meal planning, food preparation, and teaching techniques.

188. EXPLORING HOME ECONOMICS (1)

A study of the current roles of home economists in the United States and in other countries; historical development of home economics as a profession and its future scope.

190AB. DIRECTED UNDERGRADUATE RESEARCH (1-1)

Independent Research Project including the writing of a paper and an oral presentation. Both A and B are required for the major in Home Economics.

197.\* SEMINAR IN HOME ECONOMICS EDUCATION (3)

A review of recent and current trends in the teaching of home economics.

199AB.\* SPECIAL STUDIES IN HOME ECONOMICS (1-3)

An opportunity for the advanced student to engage in intensive independent study. Open to selected home economics majors with the consent of the department, and the instructor concerned.

\*May be taken for graduate credit.

## DEPARTMENT OF MUSIC

### Music

The Department of Music is coeducational.

#### PROCEDURE FOR ADMISSION AS A MUSIC MAJOR OR MINOR:

1. Audition and potential in field of performance.
2. Theory placement test.
3. Interview with chairman and other faculty members.
4. Recommendations, enthusiasm, motivation, and quality of interest.

#### BACHELOR OR ARTS — MUSIC MAJOR

##### REQUIREMENTS FOR MAJOR:

1. Music 1AB (3), 1CD (3), 1EF (3), \*7 (1), \*\*8 (1), 27 (1), 26 (1) or 28 (1), 29 (1), \*\*\*112, 124 (3), 133 (2), 140 (2).

\*Required of all but vocal majors.

\*\*Required of all but piano majors.

\*\*\*For Catholic students.

2. Additional music electives are taken from the general B.M. curriculum.

A. APPLIED MUSIC EMPHASIS — 2AB (3), Mu. Hist. (3), Mu. Hist. (3), Methods in Major Field (2), Accompanying or Special Ensembles (1), Applied Music (9), ½ recital (0), additional

language for vocalist.

- B. THEORY — 2AB (3), 2CD (3), 2EF (3), 134A (2), 136 (1), 138 (4), 144 (3), Applied Music (3), (Recommended for Secondary Credential in B.A. program.)
- C. MUSIC HISTORY — 2AB (3), 141 (3), 142 (3), 143 (3), 144 (3), 146E (3), Applied Music (3).
- D. ELEMENTARY MUSIC EDUCATION — 2AB (3), 146K (3), 146M (3), Mu. Hist. (3-3), 134A (2), 136 (1), Applied Music (3). (School observation and participation part of 146M.)

The Department may substitute courses for music requirements above based on the special needs of the individual.

B.A. students present ½ program in Applied Music in their senior year.

Applied Music required each term of residence.

The Applied Music requirement for the B.A. program graduate is the completion of sophomore standing in the B.M. program. In the senior year B.A. students present ½ program on their major instrument.

### *BACHELOR OF MUSIC*

#### GENERAL EDUCATION REQUIREMENTS

English—three courses one of which must be an English composition course or the third course may be an art form from outside the field of music.

Foreign language—two courses.

Philosophy—two courses.

General Psychology—one course.

Science—one course

Theology—three courses.

History and Political Science—two courses.

#### REQUIREMENTS FOR MAJOR:

All music majors are required to take applied music each term.

1AB (3), 1CD (3), 2AB (3), 2CD (3), 2EF (3), \*7 (1), \*\*8 (1), 26AB (2), 27AB (2), 28 (1), 29AB (2), 112 (3), 133 (2), 134A (2), 136 (1), 138 (4), 139 (3), 140AB (4), 141 (2), 142 (3), 143 (3), 144 (3), 146M (3).

\*Required of all but vocal majors.

\*\*Required of all but piano majors.

#### SPECIAL REQUIREMENTS:

Performance (Applied Music): 2 or 3 units of applied music each term, 122 (1), 133B (2), 145 (3), 150 (2). A vocal student must study three languages, plus one course in diction. Piano and Voice students take Master Class Lessons in Interpretation, piano students study accompanying, Opera Workshop at U.C.L.A. for senior vocal majors that are ready for this.

Theory and Composition: 132B (3), 133B (3), 134B (3), 136 (1), 137 (1), 154 (3), and 135 each term plus Recital, and Applied Music.

Music History and Literature: Some additional language may be required, and work in analysis and criticism, 133B (2), 145 (3-6), 146EF (3-6), 147 (1), and Applied Music.

Music Education: 133B (2), 146K-L (3-6), 146N (3), 148 (3-6), 154 (3), and Applied Music. Instrument proficiency examination.

Church Music: Minor performance area (1 year of study) 110 (3), 112 (3), 133B (2), 146GH (3-6), 146E (3), and Applied Music.

Comparative Religion (Recommended).

Accompanying or Teaching Choral Music depending on emphasis.

The Department may substitute courses for music requirements above based on the special needs of the individual.

#### ADDITIONAL REQUIREMENTS:

#### *FOR BACHELOR OF ARTS AND BACHELOR OF MUSIC DEGREES*

1. Attendance at department-sponsored recitals, concerts, and lectures, and a number of off-campus concerts, etc., each term of residence

(Mu. 5/105).

2. One period of practice daily for each unit of applied music credit.
3. Private or class piano study each term of residence until the required level of proficiency is reached.
4. Participation in at least one major ensemble as specified in the student's particular requirement, and the acceptance of some degree of responsibility in a college music organization.
5. Evidence of academic and musical maturity prior to admission to junior standing.
6. Participation as a performer in student recitals is expected of all B.M. majors, and B.A. majors in performance. All participate in coaching sessions and jury examination in their major instrument.

**THE TEACHING MINOR** — A minimum of 7 courses is required. 103AB, 124, 140A, 146, and electives depending on particular interest. Applied music must be taken until proficiency examination is passed. Music 105 and some ensemble should be part of the curriculum each semester.

#### **ADDITIONAL REQUIREMENTS FOR THE TEACHING MINOR:**

1. Attendance at department-sponsored recitals, concerts, and lectures, and a number of off-campus concerts, etc., each term of residence (5/105).
2. Continued study in one performance medium and practical experience in Music Education.
3. Participation in at least one major ensemble as specified in the particular requirements, and the acceptance of some degree of responsibility in a college music organization.

**APPLIED MUSIC** — Private instruction at all levels is offered in piano, voice, organ, and all orchestral instruments.

Course instruction is offered in cycles whenever possible. Consult the department's brochure for particulars.

When the student reaches a given level of academic proficiency in his major emphasis, he may take certain specialized courses at U.C.L.A. (ex. Opera Workshop, Ethnic Music, and Electronic Music).

## **Music**

### **1AB-1CD-1EF. MUSICIANSHIP I (3-3-3)**

Lecture and laboratory, five hours each week for three terms. A functional study of the theoretical aspects of music including scales, modes, intervals, two- and three-part counterpoint, and elements of harmony up to the chord of the seventh. Development of aural, visual, singing, writing, and playing skills in intervals, scales, modes, rhythm, and melodic and harmonic intervals.

### **2AB-2CD-2EF. MUSICIANSHIP II (3-3-3)**

Lecture and laboratory, five hours each week for three terms. A functional study of the theoretical aspects of music including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. The writing and analysis to two- and three-part counterpoint in five species, invention and fugue. Analysis of classical forms. Development of aural, visual, singing, writing, and playing skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms.

### **4. MUSIC FUNDAMENTALS (0)**

A remedial course for students who have not successfully passed the entering theory examination. An intensive study of music terminology, rhythm and pitch notation, scales, and music theory.

### **5/105. CONCERTS AND LECTURES (½-1)**

Research and study of the masterpieces of music through performance, concert attendance, lectures, systematic guided listening and detailed analysis — Required of all music majors and minors each semester of residence. The staff adds to the concepts listed above by providing programmed materials, coaching, and class instruction in secondary instruments and special subjects of current interest.

## 6. MUSIC, THE CREATIVE ART OF SOUND (3)

Lecture and laboratory, 4 hours per week. Open to all college students, and prerequisite for Music 30. The How and Why of Music (compositional process, creativity of performance, and the creative audience). Time, Technique, and Style (structure, growth, and depth in music) — Fulfills the freshman fine art experience requirement.

### 7/107A. VOICE CLASS (1-2) B VOCAL TECHNIQUES

- A. Fundamental technique and performance, sight reading, rhythm, notations, elementary harmony, and ensemble work.
- B. For music majors and minors.

### 8/108. PIANO CLASS (½-1)

Class instruction in the development of fundamental keyboard skills: notation, sight-reading, technique, functional keyboard harmony, ensemble, performance and interpretation of piano compositions in styles suitable to grade level. Classes are open to both music and non-music major on various levels. Non-keyboard music majors are required during the first term to take an intensive course meeting three times weekly. Thereafter they have the opportunity to continue keyboard study according to their needs. The non-music majors are offered instruction on beginning, intermediate, and advanced levels meeting twice a week. May be repeated for credit.

### 9/109. ORGAN CLASS (1)

Open to those who have had 4 years or more of piano. Fundamental technique, sight reading, registration, and performance. May be repeated for credit.

### 10/110. GREGORIAN CHANT (3)

Development of chant; its history, liturgical use, theory, rhythm modes, chironomy, and interpretation.

### 11/111. MASTER CLASS SESSIONS IN INTERPRETATION (1 unit a year)

(Major instrument)

### 12/112. SACRED MUSIC AND WORSHIP (3)

General norms, legislation on Sacred Music, repertory, historical and vocal literature and techniques of Sacred Music, liturgies, and the relationship of music to worship. Required of all Catholic Music Majors.

### 13/113. APPLIED MUSIC (1-3 each term)

Instrumental or vocal. For non-music majors. May be repeated for credit.

### 14/114. WIND ENSEMBLE (1/3-1)

Consent of instructors. May be repeated for credit.

### 15/115. APPLIED MUSIC (1-3 each term)

Instrumental or vocal. For music majors. May be repeated for credit.

### 16/116. DEVELOPMENT OF JAZZ (1-3)

An introduction to jazz and its historical background.

### 17/117. READING FROM OPERA (1/3-1)

Analysis, study, and performance of certain operatic scenes. May be repeated for credit each term.

### 18/118. THE MUSICAL THEATER REPERTOIRE (1 unit each term)

Open to the general college student with the consent of instructors. The study, analysis, and performance of works of the Musical Theater.

### 19/119. CHORUS (1 unit each term)

3 hours weekly. A student is expected to register for the whole year. Opportunity to perform the best in liturgical and secular music. May be repeated for credit.

**20/120. MOUNT SYMPHONY ORCHESTRA (½-1)**

A college-community orchestra in which symphonic literature is studied and performed. An opportunity for reading sessions each year for instrumental or vocal majors with this orchestra.

Prerequisite: Consent of instructor. 3 hours weekly. May be repeated for credit.

**21/121. MOUNT SINGERS (1 unit each term)**

Study and performance of repertory for chamber ensembles such as madrigals, motets, and the choral and orchestral masterpieces.

Prerequisite: Consent of instructor. Laboratory 4 hours. May be repeated for credit.

**22/122. ENSEMBLE (1/3-1 unit each term)**

The analysis and performance of significant repertoire.

Prerequisite: Consent of instructor. May be repeated for credit.

**23/123. CHAMBER MUSIC (1/3-1)**

Study and performance of chamber music and literature for various types of ensembles. Four concerts yearly plus student concert performances.

Prerequisite: Consent of instructor. Laboratory 3 hours. May be repeated for credit.

**24/124. SURVEY OF MUSIC LITERATURE (3)**

An historical survey of Western music from its origins in ancient Greece to the present day. Emphasis on the development of forms and styles, major schools and composers. Open as an elective to interested students outside the music department as well as B.A. and music minor students.

**25/125. MOUNT CHORALE (1/3-1)**

Performance of motets, etc., in the sacred and secular repertory of vocal literature. Participation by audition only.

**26/126AB. BRASS INSTRUMENTS:  
INTRODUCTORY TECHNIQUES (2)  
C CLASS INSTRUCTION (1/3-1)**

2 hours weekly plus lab instructions. Elementary instructions and techniques, care of instruments and survey of methods. Offered every other year.

**27/127AB. WOODWIND INSTRUMENTS:  
INTRODUCTORY TECHNIQUES (2)  
C CLASS INSTRUCTION (1/3-1)**

2 hours per week for 2 terms plus lab instruction. Elementary instruction and techniques, care of instruments, survey of methods, current trends. Offered yearly.

**28/128. PERCUSSION INSTRUMENTS:  
INTRODUCTORY TECHNIQUES (1)  
C CLASS INSTRUCTION (1/3-1)**

2 hours per week for 1 term plus lab periods. Elementary instruction and techniques, care of instruments and survey of methods. Offered every other year.

**29/129AB. STRING INSTRUMENTS:  
INTRODUCTORY TECHNIQUES (3)  
C CLASS INSTRUCTION (1/3-1)**

2 hours per week for 2 terms plus lab instructions. Elementary instruction and techniques, care of instruments and survey of methods. Offered yearly.

**30/130. CREATIVE MUSIC EXPERIENCES**

Introduction to music through song, instruments, recordings, theory, and experiments. Observation at elementary school required. Video-tape sessions analysed and used for demonstration. The preparatory course in music for the elementary teaching credential.

Prerequisite: Music 6 or adequate background.



31. MUSIC FOR THE PRE-SCHOOL CHILD (3)

The preparation of the pre-school instructor in music through the study of theory, music listening, instrumental instruction. Observation and participation required in an actual program.

101AB-101CD-101EF. MUSICIANSHIP I (3-3-3)

Cf. Musicianship 1AB-1CD-1EF.

102AB-102CD-102EF. MUSICIANSHIP II (3-3-3)

Cf. Musicianship 2AB-2CD-2EF.

103AB. CREATIVE AND THEORETICAL CONCEPTS OF MUSIC (3-3)

- A. A functional approach to the theoretical aspects of music including development of skills in the singing, playing, and writing of scales, intervals, chords, and elementary harmony. Designed for music minors and other non-music majors.
- B. A functional exploration of counterpoint, analysis, and orchestration for music minors.

132B. COUNTERPOINT (3)

The writing, techniques, and analysis of representative contrapuntal works.

133AB. MUSICAL ANALYSIS (3)

Detailed analysis of the musical forms found in the literature of the last five centuries. Musical analysis is taken as a single course the initial term and is taken in conjunction with music history for three additional terms. Specialized analysis courses are offered privately.

134AB. ORCHESTRATION (2-3-3)

Designed to provide facility in writing for various instrumental combinations. Techniques, analysis, and use of the orchestra by the composers of the 18th, 19th, and 20th centuries. Includes ranges, tonal possibilities, technical limitations. Advanced orchestration to be taken in private sessions with instructor.

135. COMPOSITION (1-3 each term)

Analysis and composition in classical forms. Comparisons with methods and styles of various composers. Two year program culminating in a recital. May be repeated for credit.

136. VOCAL ARRANGING (1-3)

Characteristics, use, and facility in writing for vocal ensembles. Accompaniments, descants, special groups are included. Given concurrently with choral conducting.

137. BAND ARRANGING (1-3)

Analysis of band music. Ability to score and arrange satisfactorily for bands. Score reading included. Given concurrently with Instrumental Conducting.

138. ADVANCED MUSICIANSHIP (4)

Analytical analysis and techniques used in contemporary music. Melody, rhythm, harmony, electronic music, special effect compositions by the class. This class incorporates the comprehensive study of Twentieth Century Harmony.

139AB. INSTRUMENTAL CONDUCTING (3-6)

Score reading and general orchestral and band routine combined with study of representative work from orchestral repertory.

140AB. CHORAL TECHNIQUES (2-4-6)

Art of vocal conducting: methods, procedure, hand technique, articulation, dynamics, style, interpretation, repertory used in choral literature for various groups.

141/144. MUSIC HISTORY AND LITERATURE SURVEYS

141. ANCIENT, MEDIEVAL, EARLY RENAISSANCE (2-3)

A history of music from Hellenic times to the death of Josquin. Elementary principles of performance practice: the evolution of notation and theory.

142. RENAISSANCE AND BAROQUE (3)

A history of music in the sixteenth century Renaissance; and in the Baroque to the death of J.S. Bach. Vocal and instrumental performance practices.

143. CLASSIC AND ROMANTIC (3)

A history of music from the Rococo through the nineteenth century to Wagner.

144. POST ROMANTIC AND TWENTIETH CENTURY (3)

A history of music from the post-Romantic era to the present. Developments in theory and aesthetic folk influences and "neo" movements, new definitions of "music".

145. SEMINAR IN MUSIC HISTORY  
AND LITERATURE (2-3)

Special studies in a single formal genre, historical period, or representative composer.

Prerequisite: Music 141-144 and consent of instructor.

146. SPECIAL PROJECTS IN FIELD OF  
EMPHASIS (1-3 in each seminar)

AB. Vocal Literature

CD Instrumental Literature

EF Music History and Literature

GH Church Music

IJ Theory and Composition

SEMINAR IN MUSIC EDUCATION

K. (ELEMENTARY) L. (SECONDARY)

M. (GENERAL) N. (SPECIAL PROJECTS)

Overview of the organization of music in the schools. Scheduling, length, and content of music offerings in the schools. Observation and participation in school situation. Consideration of general music classes, chorus, glee clubs, orchestras, bands, ensembles, theory and appreciation. Operation and use of visual aids. A project provides for concentrated work in area of student's major emphasis.

147. COLLEGIUM MUSICUM (1/3-1)

Discussion, study, and informal performance of special music selected from representative periods, especially that of the Medieval and Renaissance periods.

148. RESEARCH PROJECTS IN MUSIC EDUCATION (1-3)

Investigations of problems or projects chosen by the student with solutions related to practical use in teaching situations.

149. ACCOMPANYING (1)

Study of the art of accompanying — with practical applications fulfilled in public performance.

150A. PIANO PEDAGOGY (3) B VOCAL PEDAGOGY (3)  
C APPLIED PEDAGOGY IN INSTRUMENTAL AREA (1-3)

Analysis and comparison of various procedures for beginning and intermediate instruction. Approaches to the art of teaching. Review and recommendation of materials. Guided teaching incorporated. Cycled every other year.

151. CULTURAL TRENDS IN THE FINE ARTS (3-6)

152. WORKSHOPS IN MUSIC

153. ADVANCED CHORAL CONDUCTING AND TECHNIQUES (1-3)

154. TEACHING MUSIC THEORY (3)

The study, practice, and evaluation of various pedagogical approaches to music theory. Evaluation of texts and teaching materials.

155. BEGINNING ORCHESTRA (1/3 of 1 unit each term)

Open to the non-music major only.

156. FOLK MUSIC OF LATIN AMERICA (3)

A study of the melodies, instruments, dances, and songs of Latin-American countries. Designed for the Latin-American Studies program; open to all interested students.

157. CONCERT MUSIC OF LATIN AMERICA (3)

A study of important Latin-American composers and their music. Designed for the Latin-American Studies program; open to all interested students.

158. TEACHING CHORAL MUSIC (3)

Approaches to recruitment, auditioning, and organization in the various school choral groups. Study of rehearsal and performance techniques, voice production, and materials for these groups.

159. DICTION (1-3)

160A. GAMES AND RHYTHMS    B DANCE WORKSHOP  
C SPECIAL PROJECTS

204. CANON AND FUGUE (3)

206. THE ART OF CHORAL DEVELOPMENT (3)

The problems and techniques of voice development in classes in secondary schools and colleges. The ability to train changed and unchanged voices. Survey of materials for such groups.

207. ADVANCED CONDUCTING (3)

Emphasis upon practical approaches to problems of hand technique co-ordination, articulation, dynamics, diction, sound control, breath control. The class is used as an experimental choir.

Prerequisite: Consent of the instructor.

208. INTERPRETATION OF LITERATURE (3)

A study of repertory with emphasis upon stylistic features of various schools and types of compositions appropriate for school use: program planning.

213-215. APPLIED MUSIC

235. ADVANCED COMPOSITION (1-3 each term)

Composition in the larger forms — rondo and sonata allegro, cantata and oratorio. For graduates with previous experience in writing music.

238. CONTEMPORARY TECHNIQUES IN COMPOSITION (3)

Analysis and practice in writing in the field of modern music. Detailed study of representative works of impressionistic, atonal, polytonal, and neoclassic composers through vocal, instrumental, and orchestral scores. Keyboard application of modern harmonic techniques.

239. SEMINAR IN AMERICAN MUSIC (3)

Problems in the history of American music from the period of the Pilgrims and Puritans to the present.

261. SEMINAR IN CHURCH MUSIC (3)

Origins of chant; polyphony and its development continuing through 17th, 18th, 19th centuries, and church music today.

262. SPECIAL PROJECTS IN MUSICOLOGY (1-3)

263. PRACTICUM IN MUSIC EDUCATION (3)

The planning and development of practical or creative projects, group or individual, in the field of music education. Carried on in connection with some actual school situation under the guidance of one or more members of the staff.

264. SPECIAL PROJECTS IN MUSIC EDUCATION (3)

Investigation of a project or problem chosen by the student for extensive study, the solution of which is related to practical use in a teaching situation.

265. ADVANCED PROBLEMS IN ELEMENTARY  
MUSIC EDUCATION (3)

Designed to provide for music specialists, classroom teachers and school music administrators a cross section of a live music program involving work with children; the employment of latest practices, techniques and materials.

266. ADVANCED PROGRAMS IN SECONDARY  
MUSIC EDUCATION (3)

Emphasis upon modern trends in theory, techniques and materials. Designed to provide for vocal and instrumental specialists, school music administrators and supervisors a first-hand contact with junior and senior high school music programs with specialized instruction in their areas of concentration.

## DEPARTMENT OF NURSING

The Department of Nursing offers a program in professional nursing. The major portion of the first two years of study is spent on the college campus where the student pursues a program of liberal and pre-professional education. The junior and senior years are devoted to completing the nursing major and related courses.

Admission to the Nursing Department is determined in the sophomore year by a committee which considers the student's academic achievement, personality, health, and aptitude for the nursing profession.

Upon completion of the program, the student is granted the Bachelor of Science degree and is eligible to write the licensing examination to practice as a registered nurse and to use the title R.N. With registration she also qualifies for the Public Health Nursing Certificate issued by the State of California Department of Public Health.

Registered nurses (graduates of accredited hospital diploma programs and junior college associate degree programs) who are currently licensed in California, may also be enrolled in the basic program in order to complete the requirements for a Bachelor of Science degree in nursing.

### BACHELOR OF SCIENCE

**REQUIREMENTS** — In addition to the General Requirements found on page 20, the following are specific requirements for the Bachelor of Science degree with a Major in Nursing:

- English 1, 2
- Philosophy 5, 20, 21
- Theology 3 plus 2 elective courses
- Psychology 1
- Sociology 1
- Anthropology 2
- One Art Form course

**PREPARATION** for the Major — Chem. 2; Biol. 3, 51ABC; Home Ec. 10; Psy. 112, 168.

**THE MAJOR** — One lower division and seven upper division courses in Nursing, four courses in Medical Science, and one course in Public Health Science. All courses are required.

Students have clinical experience in a variety of community hospitals and health agencies under the direct supervision of the faculty of the nursing department.

## Nursing

### 20. INTRODUCTION TO NURSING (4)

Lecture 2½ hours; laboratory 8 hours.

A study of the concepts underlying the philosophy of nursing, the role of nursing in society, interpersonal relationships, and an understanding of man as a bio-psycho-social being. An introduction to the process of assessment and intervention, the concept of adaptation, and the principles and practice of selected basic nursing skills. Clinical experience in selected health agencies.

### 100. INTRODUCTION TO PROFESSIONAL NURSING (3)

Offered for registered nurses (graduates of accredited hospital diploma programs and associate degree programs) enrolled in the program leading to a baccalaureate degree. An introduction to the concepts underlying the philosophy of nursing, the processes of assessment and intervention, and the Adaptation Level Theory as applied to nursing practice. This course precedes the "challenge" examinations and subsequent clinical nursing courses.

### 101ABC. NURSING SCIENCE (5-5-5)

Lecture 2½ hours; laboratory 8 hours.

Offered concurrently with Medical Science 120ABC. A study of the bio-psycho-social impact of simple health-illness problems on families and individuals of all ages. Emphasis is on the Adaptation Level Theory and the assessment of the immediate and environmental factors affecting this level. Methods of nursing intervention will be introduced. Clinical experience is provided in a variety of community health agencies, concurrent with the theoretical course content, in the areas of maternity nursing, nursing of children, and medical-surgical nursing.

Prerequisites: Junior standing and the completion of Nursing 20.

### 102ABC. NURSING SCIENCE (7-7-7)

Lecture 2½ hours; laboratory 24 hours.

A study of nursing intervention for patients and families with complex nursing problems. The emphasis is upon intervention by the nurse for persons whose illness necessitates a long-term or permanent change in their life-pattern and where greater complexities are a part of the nurse's technical responsibility. The role of the nurse in group leadership, management, group dynamics and inter-disciplinary health care planning will be developed. Clinical experience in a variety of health agencies will be concurrent with the theoretical content of the course, in the areas of medical-surgical, psychiatric, and public health nursing.

Prerequisites: Senior standing and the completion of 101ABC.

### 103. DEVELOPMENTS IN PROFESSIONAL NURSING (3)

A study of nursing practice, structure, and recent contributions of nursing organizations to the role of the professional nurse in the modern world. Emphasis on legislation, education, professional problems, and contemporary trends influencing nursing.

### 120ABCD. MEDICAL SCIENCE (2-2-2-2)

Theory basic to diagnosis, treatment, and rehabilitation of persons with biophysical pathology. Concepts of health and disease as related to the stages of: (a) disease foundation and predisease factors, (b) presymptomatic disease conditions, (c) symptomatic diseases, and (d) irreversible conditions.

## Public Health

### 100. PRINCIPLES OF PUBLIC HEALTH (3)

A study of the philosophy of public health and the epidemiological approach to public health problems, community programs for the control of communicable and non-communicable diseases, environmental sanitation, and a consideration of the fundamental principles of organization in public health.

## DEPARTMENT OF PHILOSOPHY

### BACHELOR OF ARTS

## Philosophy

PREPARATION for the Major — Phil. 5, 20, 21.

THE MAJOR — 10 upper division courses, including Phil. 130, 134; 2 courses in History of Philosophy; 2 courses chosen from: Phil. 132, 140, 154, 156, 160, 187; 2 courses from: Phil. 135, 136, 180, 184; and 2 courses from: Phil. 183, 185, 190.

Recommendations for Majors:



Elementary Education: Phil. 135, 136, 156<sup>+</sup>, 184; minor in subject taught in elementary school.

Research: Phil. 132, 135, 140, 154<sup>+</sup>, 156<sup>+</sup>.

Graduate School: Phil. 132, 135, 140, 154<sup>+</sup>, 190.

## Studies in Human Thought and Behavior

(Area Major: Philosophy, Psychology)

PREPARATION for the Major — Phil. 5; Psy. 1, 40.

THE MAJOR — Twelve upper division courses from Philosophy and Psychology, with a minimum of five and a maximum of seven in each field, including Phil. 154; Psy. 106, 132.

THE MINOR EQUIVALENT: 7 courses: 3 general education requirements plus 4 elective upper division courses approved by the Philosophy Department.

## Philosophy

### 3. INTRODUCTION TO LOGIC (3)

An elementary introduction to the uses of language and the techniques of deductive and inductive reasoning; practice in applying and identifying these techniques.

### 5. LOGIC: METHODS OF REASONING (3)

An introduction to the structures to correct inference and practice in developing skills in critical thinking. This course is required of all Freshmen.

### 20. INTRODUCTION TO PHILOSOPHY, I (3)

Introduction to philosophical problems concerning the nature of man and of human knowledge.

(General Education Requirement)

Prerequisite: Philosophy 5.

### 21. INTRODUCTION TO PHILOSOPHY, II (3)

Introduction to theories of values and the problem of natural knowledge about God.

(General Education Requirement)

Prerequisites: Philosophy 5.

### 85. DIRECTED READINGS (2-3)

### 120. PROBLEMS OF ANCIENT PHILOSOPHY (3)

An introduction to the origin of philosophical problems through readings from the ancient philosophers with special attention to the pre-Socratics, Plato and Aristotle.

### 124. PROBLEMS OF MEDIEVAL PHILOSOPHY (3)

A historical introduction to major philosophical problems and systems in Western thought from the fifth to the fourteenth century.

### 126. PROBLEMS OF MODERN PHILOSOPHY (3)

Philosophies of the Rationalists and Empiricists.

### 128. PROBLEMS OF NINETEENTH CENTURY PHILOSOPHY (3)

A study of selected problems in the writings of nineteenth century philosophers.

### 130. REALITY, MEANING AND EXISTENCE (3)

An inquiry into the nature of reality. The possibility of metaphysical knowledge. Perspectives on metaphysical problems.

### 132. THEORY OF KNOWLEDGE (3)

A study of problems pertaining to knowledge and mind: perception and sense impressions; self-knowledge; thought and language.

134. ETHICAL THEORY (3)

A study of fact and value; the nature of moral principles, rules; criteria for moral standards; the relations of obligations, duties, rights.

135. CONTEMPORARY MORAL PROBLEMS (3)

A study of the application of moral principles and rules to selected moral problems.

136. AESTHETICS (3)

An analytic study of the nature of aesthetic values, aesthetic experiences and criticism.

138. APPROACHES TO MAN (3)

An interdepartmental course (philosophy, psychology) using the epistemological, ethical, observational and experimental approaches in the study of man's knowing and striving behavior.

140. SYMBOLIC LOGIC (3)

Theory of Sentential Calculus and Quantifier Calculus.

154.\* PHILOSOPHY OF SCIENCE (3)

An exploration of the philosophical problems raised by theories and experiments in the sciences.

156.\* PHILOSOPHY OF THE SOCIAL SCIENCES (3)

An investigation of philosophical problems in the behavioral and social sciences.

160. POLITICAL PHILOSOPHY (3)

An analysis of political problems with relation to human values.

179. ANALYSIS (3)

An intensive study of contemporary British philosophy, especially Russell and Wittgenstein.

180.\* EXISTENTIALISM (3)

Analysis and critical evaluation of representative works of 19th and 20th century existentialists.

183. AMERICAN PHILOSOPHY (3)

Analysis of the schools of Transcendentalism, Idealism, Pragmatism and other trends in American Philosophy.

184. PHILOSOPHY OF RELIGION (3)

An analysis of classical and contemporary views regarding the nature of religion, the existence of God and religious language.

185.\* PHILOSOPHY OF COMMUNISM (3)

An introduction to the works of Marx, Engels, Lenin. Ideological perspectives and applications.

187.\* PHILOSOPHY OF HISTORY (3)

An examination of the principal philosophical conceptions of history as related to time and the process of change; methodological considerations in the writing of history.

190. MAJOR PHILOSOPHERS (3)

A series of studies of one philosopher or group of philosophers. Plato, Aristotle, Aquinas, Kant, Analysis, Phenomenology. (offered on request)

195.\* DIRECTED READINGS (2-3)

198. SPECIAL PROBLEMS

199. SENIOR SEMINAR

\*May be taken for graduate credit.

DEPARTMENT OF  
PHYSICAL SCIENCE AND MATHEMATICS

BACHELOR OF ARTS

Chemistry

PREPARATION for the Major — Chemistry 1ABC, 4, 5, 7, 9; Mathematics 1ABC, 2ABC; Physics 1ABC.

THE MAJOR — Eight upper division courses including Chemistry 110AB, 111AB, 120.

THE TEACHING MINOR — A minimum of seven courses including Chemistry 1ABC, 5, 7.

Mathematics

PREPARATION for the Major — Math 1ABC, 2ABC, with an average grade of C or higher.

THE MAJOR — Eight upper division courses including Math 100 or 101, 104A, 111A and one B course in a sequence; Physics 1ABC is strongly recommended.

Recommendations for Majors:

Secondary Teaching: Math 100, 102, 104A, 111A, 113AB, 115, 103 or 140; Physics 1ABC.

Work in Industry/Computer Science: Math 100 or 101, 102, 104AB, 111A, 113AB, 128, 140; Physics 1ABC.

Graduate Study: Math 100 or 101, 102, 104AB, 111AB, 113A, at least two courses from 103, 105, 113B, 140; Physics 1ABC.

THE TEACHING MINOR — A minimum of seven courses including Math 1ABC, 2A.

Recommended: Math 100, 102, 111A, 113A, 115.

Physical Science

THE TEACHING MINOR — A minimum of seven courses in Physical Science.

Natural Science

THE TEACHING MINOR — A minimum of three or four courses in Physical Science and three or four courses in Biological Science to complete seven courses.

Chemistry

1A. GENERAL CHEMISTRY—PHYSICAL ASPECTS (3)

Lecture, three hours; laboratory, four hours.

Lecture: Atomic theory, atomic structure and the periodic table; molecular structure and bonding; structure and properties of solids, liquids and gases; kinetic theory and colligative properties; chemical kinetics and equilibria. Laboratory: Use of the analytical balance and volumetric equipment; stoichiometry; molecular and equivalent weights.

Prerequisite: High School Chemistry or Chemistry 2; three years of High School mathematics.

1B. GENERAL CHEMISTRY—ORGANIC ASPECTS (3)

Lecture, three hours; laboratory, four hours.

Lecture: Nomenclature and simple reactions of hydrocarbons, organic derivatives of water, ammonia and halogen acids; carbonyl compounds; aromatic compounds; stereoisomerism; synthesis and mechanisms of organic compounds. Laboratory: Extraction, chromatography, synthesis, oxidation, isomerism, equilibria, kinetics.

Prerequisite: Chemistry 1A.

### 1C. GENERAL CHEMISTRY—ANALYTICAL ASPECTS (3)

Lecture, two hours; laboratory six hours.

Lecture: Quantitative measurements using gravimetric, titrimetric, photometric and electrical techniques. Laboratory: Neutralization; redox reactions; colorimetric methods and precipitation and complexation techniques.

Prerequisite: Chemistry 1A & 1B.

### 2. ESSENTIALS OF CHEMISTRY (3)

Lecture, three hours; quiz, on hour biweekly. This course is designed to meet part of the science requirement for non-science majors. An introductory course in inorganic, organic, and biological chemistry.

Prerequisite: High school algebra and plane geometry.

### 4. FRESHMAN RESEARCH SEMINAR (1 unit/term)

Techniques of searching the literature, utilization of chemical sources and written communication of chemical ideas.

### 5. ELEMENTARY ORGANIC CHEMISTRY (3)

Lecture, three hours; laboratory, four hours.

Lecture: Mechanisms of elimination, substitution, free radical and addition reactions; spectroscopic methods for determining structure; synthesis of reaction intermediates for reaction sequences. Laboratory: Spectroscopy, gas chromatography, condensation and rearrangement reactions; multistep organic synthesis. Not open for upper division credit for Chemistry Majors.

Prerequisite: Chemistry 1C.

### 7. ELEMENTARY BIOCHEMISTRY (3)

Lecture, three hours; laboratory, four hours.

Lecture: Amino acids, proteins and enzymes; nucleic acids and biochemical genetics; metabolism and metabolic interrelationships. Laboratory: Biochemical preparations and analyses. Not open for upper division credit for Chemistry Majors.

Prerequisite: Chemistry 4.

### 9. ELEMENTARY INORGANIC CHEMISTRY (3)

Lecture, three hours; laboratory, four hours.

Lecture: Periodic relationships with emphasis on elemental structure. Laboratory: Inorganic synthesis, complex formation. Not open for upper division credit for Chemistry Majors.

Prerequisite: Chemistry 1C.

### 104. QUALITATIVE ORGANIC ANALYSIS (3)

Lecture, one hour; laboratory, eight hours. Microtechniques, separation of mixture, derivatives, identification of unknown organic compounds, spectroscopic methods.

Prerequisite: Chemistry 5.

### 106. INTERMEDIATE ORGANIC CHEMISTRY (3)

Lecture, four hours. Mechanism and structure in organic chemistry. Linear free energy relationships, stereochemistry of complex systems, condensations and rearrangements.

Prerequisite: Chemistry 5.

### 108. INTERMEDIATE BIOCHEMISTRY (3)

Lecture, four hours. Survey of biochemistry with emphasis on cellular metabolism; interrelationships and control mechanisms; chemical structure and biological function.

Prerequisite: Chemistry 7.

### 110A. PHYSICAL CHEMISTRY: THERMODYNAMICS (3)

Lecture and quiz, four hours. Laws of thermodynamics and chemical equilibria and cell emf.

Prerequisites: Courses 1ABC; college physics, one year; calculus, one year.

### 110B. PHYSICAL CHEMISTRY: DYNAMICS (3)

Lecture and quiz, four hours. Kinetic theory and chemical kinetics; transport processes: viscosity, conductance, diffusion.

Prerequisite: Course 110A.

### 110C. PHYSICAL CHEMISTRY: STRUCTURE (3)

Lecture and quiz, four hours. Quantum theory; atomic and molecular structure, structure of solids and liquids; nuclear and radiochemistry.

Prerequisites: Courses 110A-110B.

### 111A. PHYSICAL CHEMISTRY LABORATORY (1)

Laboratory, four hours. To be taken concurrently with course 110B. Chemical and phase equilibria; electrochemistry and electrochemical instrumentation; kinetics and transport processes: viscosity, conductance, diffusion.

Prerequisite: Course 110A.

### 111B. PHYSICAL CHEMISTRY LABORATORY (1)

Laboratory, four hours. To be taken concurrently with course 110C. Atomic and molecular spectroscopy, spectrophotometric instrumentation; dipole moment; dielectric constant, polarization, refractive index.

Prerequisites: Courses 110A-110B.

### 120. INSTRUMENTAL METHODS OF ANALYSIS (3)

Lecture, one hour; laboratory eight hours. Theory and applications of modern instrumental methods including gas chromatography, radiochemistry, various spectroscopic methods and selected electrochemical methods.

Prerequisite: Chemistry 1C.

### 190. ADVANCED INORGANIC CHEMISTRY (3)

Lecture, three hours. Chemistry of inorganic systems with emphasis on reaction mechanisms, complexes, bonding and periodic relationships.

Prerequisites: Courses 110A-110B-110C.

### 197.\* SEMINAR (1-3)

### 198.\* SPECIAL PROBLEMS (1-3)

### 199.\* RESEARCH IN CHEMISTRY (1-3)

Research problems to be arranged with individual faculty members.

Prerequisite: Consent of chemistry staff.

## Mathematics

### 1ABC. MATHEMATICAL ANALYSIS I (3-3-3)

Differential and integral calculus of elementary functions with associated analytic geometry, techniques, and applications.

Prerequisite: 3 to 4 years of high school mathematics, including trigonometry and one year of advanced algebra; students having some deficiencies in formal high school courses may qualify by obtaining the consent of the department and/or passing an examination.

### 2A. LINEAR ALGEBRA (3)

Linear equations and matrices, vector spaces, linear mappings, determinants, and quadratic forms.

Prerequisite: same as for Math 1ABC above.

### 2BC. MATHEMATICAL ANALYSIS II (3-3)

Improper integrals, infinite series, multivariable calculus, elementary differential equations.

Prerequisite: Math 1C.

### 9/109. INTRODUCTION TO COMPUTER PROCESSES (3)

An introduction to computer processes for the non-mathematics major. Description of the computer, its logical structure and function; numerical and non-numerical applications; search and storage processes. Not open for upper division credit for mathematics majors.

### 10/110. MATHEMATICAL IDEAS (3)

Topics in mathematics intended to acquaint liberal arts students with the nature of mathematics and mathematical ideas. There are no prerequisites.



38. ELEMENTS OF PROBABILITY AND STATISTICS (3)

Elementary probability theory, properties of distributions of random variables, normal and binomial distributions, sampling, estimation, hypothesis testing, correlation.

50AB/350AB. MODERN MATHEMATICS (3-3)

Set theory, numeration systems, properties of the real number system and its subsystems, intuitive geometry including regions in the plane and in space, measurement, rectangular coordinate system, elements of probability.

52ABC. FUNDAMENTALS OF ALGEBRA AND TRIGONOMETRY (3-3-3)

Basic topics including fundamental operations, factoring, systems of equations, permutations, binomial theorem, inequalities, real and complex numbers, relations, functions, analytic trigonometry.

100. TOPICS IN GEOMETRY (3)

Euclidean geometry from a modern axiomatic viewpoint, introduction to hyperbolic geometry. A course intended primarily for prospective secondary teachers.

Prerequisite: 1C.

101.\* TOPICS IN GEOMETRY (3)

Geometric transformations: motions, similarities, affine, projective, and topological transformations; groups, invariants, systems of geometry obtained by use of transformations, introduction to projective geometry.

Prerequisite: 1C.

102. SET THEORY (3)

Axiomatic set theory, development of mathematics within set theory; cardinals, ordinals, axiom of choice, continuum hypothesis, problems in the foundations of mathematics.

103. INTRODUCTION TO TOPOLOGY (3)

Topologies and topological spaces, metric spaces, homeomorphisms, separation axioms, connectedness, and compactness.

104AB.\* REAL ANALYSIS (3)

The real number system, the topology of Cartesian spaces, convergence of sequences of functions, uniform convergence, continuous functions, differentiation and integration theory.

105.\* COMPLEX ANALYSIS (3)

Complex numbers and functions, analytic functions, integration, and conformal mapping.

111AB.\* MODERN ALGEBRA (3)

Numbers and number systems, relations, equivalence, groups, rings, integral domains, homomorphism and isomorphism theorems; unique factorization domains, fields, field extensions, fundamental Galois theory.

113AB.\* PROBABILITY AND STATISTICS (3-3)

Probability as a mathematical system, random variables and their distributions, limit theorems, statistical applications, sampling, estimations, hypotheses testing.

Prerequisite: Math. 1C.

115. NUMBER THEORY (3)

Number systems, divisibility, congruencies, diophantine equations.

Prerequisite: Math 1C.

128.\* NUMERICAL ANALYSIS (3)

Approximate calculations, interpolation, numerical differentiation and integration, solution of numerical algebraic and transcendental equations, empirical formulas.

140. COMPUTER RESEARCH TECHNIQUES (3)

Computers and computer programming; linear and non-linear programming.

## 199.\* SPECIAL PROBLEMS

Independent Study.

Prerequisite: Consent of Physical Science Staff.

## Physics

### 1A. MECHANICS AND HEAT (3)

Lecture, 3 hours; Lab., 3 hours.

An introduction to classical mechanics and thermodynamics; including the kinematics and dynamics of particles, conservation laws, the elements of bulk dynamics and thermodynamic properties of matter, and an introduction to the kinetic-molecular theory.

Prerequisites: 2 terms of mathematics at the level of Calculus.

### 1B. ELECTRICITY, MAGNETISM AND WAVE MOTION (3)

Lecture, 3 hours; Lab., 3 hours.

A study of static electric and magnetic fields, current electricity, electromagnetic induction, electric and magnetic properties of matter, wave motion, electromagnetic waves and an introduction to optics.

Prerequisite: Physics 1A.

### 1C. OPTICS AND MODERN PHYSICS (3)

Lecture, 3 hours; Lab., 3 hours.

Physical Optics, and an introduction to the main features of modern physical theory including: relativity, quantum theory, atomic structure, molecular behavior, nuclear structure and related phenomena, and the physics of the solid state.

Prerequisite: Physics 1A.

### 2AB. ESSENTIALS OF PHYSICS (3)

A course in the essentials of physics designed to meet the specific needs of students in the life sciences. Topics selected from mechanics, thermodynamics, optics and modern physics. Credit may not be given in both Physics 2 and Physics 1A.

## Physical Science

### 1. ESSENTIALS OF CHEMISTRY AND PHYSICS (3)

A course in the essentials of chemistry and physics designed to meet the specific needs of students in the life sciences. Basic concepts and methods will be emphasized.

### 2/102. ELEMENTARY GEOLOGY AND ASTRONOMY (3)

Lecture and Observation: 4 hours.

An introduction to physical and historical geology including processes of formation, sedimentation and erosion. Astronomy of the solar system with an introduction to observational astronomy and to the major theories of cosmogenesis. Field Study.

### 3/103. ELEMENTARY METEOROLOGY AND OCEANOGRAPHY (3)

Lecture and Observation: 4 hours.

Meteorology including basic atmospheric dynamics, weather and auroral phenomena. Oceanography including the physical and geological properties of the oceans and their basins, ocean-atmospheric interactions, currents and tides, basic wave theory and the ocean as an environment. Field Study.

### 4/104. ELEMENTARY ENVIRONMENTAL STUDIES (3)

Lecture and Observation: 4 hours.

An introduction to the study of man's physical resources and environment leading to a consideration of the problems of conservation and pollution.

### 5/105. SELECTED TOPICS IN PHYSICAL SCIENCE (1-3)

\*May be taken for graduate credit.

## BACHELOR OF ARTS

## Psychology

PREPARATION for the Major — Psy. 1, 20, and 40 with a grade of C or higher.

THE MAJOR — 8 upper division courses, including Psy. 106, 132, and 190. The student must maintain an average of C in upper division courses in Psychology. The student must also complete 2 independent studies.

## Child Development

(Area Major: Psychology, Sociology, and Home Economics)

PREPARATION for the Major — Psy. 1, Soc. 1.

THE MAJOR — 11 upper division courses from the fields of Psychology, Sociology, and Home Economics, with a minimum of five and a maximum of seven courses in one of the fields, including Psy. 112, 132; Soc. 161, 175; Home Econ. 134, 139; Educ. 138.

Recommended courses: Psy. 134, 135, 168; Soc. 2, 104, 120, 145; Anthro 2; Home Econ. 10, 7/107, 135, 40/140, 145; Educ. 134, 171.

## Studies in Human Thought and Behavior

(Area Major: Psychology, Philosophy)

PREPARATION for the Major — Psy. 1, 40; Phil. 5.

THE MAJOR — 12 upper division courses from Psychology and Philosophy with a minimum of five and a maximum of seven in each field, including Psy. 106, 132; Phil. 154.

## Psychology

## 1. GENERAL PSYCHOLOGY (3)

An introduction to psychology as a scientific study of behavior. This course fulfills the Freshman Requirement.

## 20. HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

The historical development of psychology including its systematic positions. An introduction to contemporary approaches and current questions in psychology.

## 33. ADJUSTMENT AND MENTAL HEALTH (3)

Principles of Mental Hygiene; orientation in the practical use of psychological principles.

## 40. STATISTICS (3)

Collection, interpretation, and use of statistical data.

## 99. SPECIAL PROBLEMS (3)

Individual study of problems of interest.

Prerequisite: Consent of instructor.

## 106. INTRODUCTION TO EXPERIMENTAL DESIGN (3)

Introduction to the scientific method, basic principles of experimental design, and statistical techniques. Review of classic experimentation.

## †110. EXPERIMENTAL PSYCHOLOGY (3)

Emphasis on laboratory experience and reviews of the literature. Student is expected to design and execute an original study.

## 112. DEVELOPMENTAL PSYCHOLOGY (3)

Theories of personality development and a review of current research; study of physical, mental, social and emotional growth.

+132. THEORIES OF PERSONALITY (3)

Comprehensive review of theoretical systems including contemporary orientations.

133. PSYCHOLOGY AND LITERATURE (3)

An analytic approach to the study of characters and themes in selected novels. Both their aesthetic value and their function as a means of insight into individual behavior will be considered.

†134. THEORIES OF LEARNING (3)

Comprehensive review of systems of learning including a review of the current literature.

†135.\* DYNAMIC PSYCHOLOGY (3)

Different theoretical orientations in the study of the motivation of behavior and emotions. Review of the current literature.

136. TECHNIQUES IN LEARNING (3)

Application of learning theory to classroom teaching. Emphasis on current research and implications for new methodological approaches. (Designed for non-majors)

138. APPROACHES TO MAN (3)

An interdepartmental course using the epistemological, ethical, observational and experimental approaches in the study of man's knowing and striving behavior. (Designed for non-majors)

145. SOCIAL PSYCHOLOGY (3)

(Cf. Sociology 145)

146. GROUP DYNAMICS (3)

Study and participation in the structure, organization, and leadership of groups and the effect of these factors on interaction and level of communication.

148. THE PSYCHOLOGY OF POLITICS (3)

The course will deal with social psychological principles that are relevant to political activities and will apply these principles in an analysis of political practices in America.

†152. PHYSIOLOGICAL PSYCHOLOGY (3)

Study of the nervous system, sense organs and internal environment. Introduction to theories of perception, motivation, and emotion and their physiological foundations.

168. ABNORMAL PSYCHOLOGY (3)

Study of the concepts of mental health and mental illness. Introduction to different psychopathological entities and psychotherapeutic techniques.

171. EDUCATIONAL PSYCHOLOGY (3)

(Cf. Education 171)

†188. INTRODUCTION TO COUNSELING (3)

Problems and techniques of counseling; consideration of different approaches.

190. CONTEMPORARY PROBLEMS IN PSYCHOLOGY (3)

(Senior Seminar) Study of controversial issues of the day, with an emphasis on applying psychological theory to real problems in our world.

192. CLINICAL PRACTICUM (3)

Designed to provide direct exposure to psychological disorders through work in psychiatric and rehabilitation facilities; weekly seminar oriented towards integrating these experiences with readings in psychopathology.

199A.\* SPECIAL PROBLEMS (3)

Individual study of problems of interest.

Prerequisite: Consent of instructor.

199B.\* SPECIAL PROBLEMS (3)

Individual study of problems of interest.

Prerequisite: Consent of instructor.

200. RESEARCH METHODOLOGY (3)

Methodology of research—the various techniques of research which include the theory of research, experimental design, gathering data, and interpreting data.

224. DYNAMICS OF INDIVIDUAL BEHAVIOR (3)

A study of the development and organization of the individual's personality structure as he perceives himself in his universe.

225. COUNSELING THEORY AND PROCEDURES (3)

Designed to build upon the undergraduate background of training in psychology and counseling. Theories and techniques of counseling considered through the media of case record.

230. MEASUREMENTS—THEORY AND PROCEDURES (3)

An advanced course in the evaluation, use, and interpretation of individual and group tests of intelligence, personality, interest, and achievement.

Prerequisite: Course in Statistics.

235. GROUP PROCESS—THEORY AND PROCEDURES (3)

Consideration of group organization, leadership, roles and the dynamics basic to understanding the group process through participation in the course group.

243. THE ORGANIC AND CULTURAL BASIS OF MENTAL  
RETARDATION

(See Education 243)

244. THE DEVELOPMENT AND LEARNING CHARACTERISTICS OF  
THE EDUCABLE MENTAL RETARDED

(See Education 244)

246. PRINCIPLES OF COUNSELING EXCEPTIONAL CHILDREN AND  
THEIR PARENTS

(See Education 246)

247. LANGUAGE AND SPEECH DISORDERS

(See Education 247)

248. NORMAL AND DISTURBED DEVELOPMENT OF BASIC  
ABILITIES

(See Education 248)

249. APPRAISAL OF CHILDREN WITH LEARNING DIFFICULTIES

(See Education 249)

260. PUPIL PERSONNEL SERVICES (3)

The basic principles of Guidance and Counseling including the practices common in the modern school.

W10. PSYCHOLOGY WORKSHOP—TRAINING FOR TEACHER  
EFFECTIVENESS (1-3)

This workshop aims at training classroom teachers in the skills and methods of fostering healthy human relationships with their students. Focus is on creating a non-judgmental, accepting classroom; and fostering self-direction and self-evaluation in students.



## DEPARTMENT OF SECRETARIAL SCIENCE

All courses are offered on the Doheny Campus only. The Department of Secretarial Science offers no Bachelor's degrees.

### 1A. TYPEWRITING (2)

Introduction to the basic typewriting skills: knowledge of the keyboard, letters, tabulation, vertical and horizontal centering, manuscripts, and business forms. Clerical students expected to attain a minimum speed of 25 net wpm and secretarial students 30 wpm.

### 1B. TYPEWRITING (2)

Improvement of basic typewriting skills. More difficult assignments of letters and correspondence, tabulations, manuscripts, roughdrafts, footnotes, business forms. Minimum speed 40 wpm and 45 wpm.

### 3. ADVANCED TYPEWRITING (3)

Advanced production work in correspondence, business forms, manuscripts, tabulation, and office projects. Speed requirement: 55 wpm.

### 4ABC. SHORTHAND (3-3-3)

Prerequisite: Satisfactory scores on qualifying tests administered by the department.

- A. Complete coverage of Gregg shorthand theory.
- B. Advanced training with emphasis on accuracy and vocabulary; development of dictation speed to 70 wpm; beginning transcription skills.
- C. Advanced training with emphasis on accuracy and vocabulary; development of dictation speed to 90 wpm; transcription skills.

### 6ABC. TRANSCRIPTION (3-3-3)

An integrated shorthand and transcription course designed to meet high standards of vocational proficiency. Phrasing, derivatives, and an intensive application of theory form a part of this course. Rapid and accurate transcription is stressed.

Prerequisite: Sec. Sci. 4ABC; 1AB or equivalents.

### 7. BUSINESS MATH (3)

Basic math concepts used in business. The aim is to gain competency in dealing with basic math concepts used in business. Practical skills covered include inventories, interest, taxes, depreciation, payroll, discounts, insurance.

### 8. BUSINESS ENGLISH (3)

Intensive study of grammar as applied to the principles of letter writing and other correspondence used in business.

### 12. OFFICE MACHINES (3)

Introduction to and care of ten-key adding machines, printing and rotary calculators, duplicating and transcribing equipment, and the IBM executive and selectric typewriters.

Prerequisite: Sec. Sci. 1AB or permission of the instructor.

### 20. INTRODUCTION TO DATA PROCESSING (3)

Introduction to basic methods, techniques, and systems of manual, mechanical, and electronic data processing. Covers the history and development of data processing.

### 22. RECORDS MANAGEMENT (3)

Introduction to the principles of indexing and coding applied to various filing systems.

#### 30. SECRETARIAL ACCOUNTING (3)

Fundamental principles of accounting theory; summarizing and recording transactions; analyses of special journals, subsidiary ledgers, and treatment of financial statements.

#### 44. PERSONAL FINANCE (3)

Development of a better understanding of the value of money and money problems. Emphasis on types of investments, budgets, insurance, taxes, home buying, and the effect of various financial institutions on the consumer.

#### 51. SECRETARIAL PROCEDURES (3)

This course is designed for students who possess skills in typewriting and business communications. Gives practical application of skills in the performance of secretarial duties.

Prerequisite: Sec. Sci. 1AB or 3.

#### 55. BUSINESS LAW (3)

Fundamentals of law as it relates to business. Emphasis on contracts, agency, sales, negotiable instruments, partnerships, corporations, forms of ownership, property and bankruptcy.

#### 60. PRINCIPLES OF ECONOMICS (3)

(Cf. Econ. 1)

### DEPARTMENT OF SOCIOLOGY

#### BACHELOR OF ARTS

#### Sociology

PREPARATION for the Major — Sociology 1; Anthropology 2; Political Science 10; Psy. 1, and a course in Statistics.

THE MAJOR — 10 upper division courses, including Soc. 117, 145, 161, 165, 166, 180, 115 or 116; plus 175 or 190.

THE TEACHING MINOR — A minimum of seven courses in Sociology, including Soc. 1, one course in sociological theory or research methods, and either Soc. 115 or 116.

#### Social Science with an Emphasis on Sociology

PREPARATION for the Major — Same as Sociology major.

THE MAJOR — 5 upper division courses in Sociology including 145, 161, 165 or 166, plus 3 upper division courses in one other social science.

#### Child Development

(Area Major: Sociology, Psychology, and Home Economics)

PREPARATION for the Major — Soc. 1, Psy. 1.

THE MAJOR — Eleven upper division courses from the fields of Sociology, Psychology and Home Economics, with a minimum of five and a maximum of seven courses in one of the fields, including Soc. 161, 175; Psy. 112, 132; Home Econ. 134, 139; Educ. 138.

Recommended courses: Soc. 104, 120, 145, 180; Anthro 2; Psy. 134, 135, 168; Home Econ. 10 or 7/107, 135, 40/140, 145; Educ. 134, 171.

#### Sociology

##### 1. SOCIOLOGICAL PERSPECTIVES (3)

A basic course presenting the vocabulary of sociology; its concepts; the varied aspects of social structure—the community, social stratification; consequences for institutional structure and function of the rural-urban shift, with special emphasis on the problems of minorities and of population increase.

The course is a prerequisite for all upper division Sociology courses.

#### 10. AMERICAN SOCIAL DISORGANIZATION (3)

A study of the more pressing social problems of contemporary society: delinquency, criminality, other forms of deviant behavior; poverty; minority situations; lack of consensus regarding values and role prescriptions. (Doheny Campus only)

#### 35/135. HISTORY OF SOCIAL WORK (3)

Development from philanthropy and the private charity organizations to institutions; i.e. voluntary and public agencies. (SSS Extension and Doheny only)

#### 104.\* THE FAMILY (3)

The social structure of the family as it undergoes change of functions and roles; comparison of family systems.

#### †115.\* DEVIANT BEHAVIOR – THE JUVENILE (3)

An analysis of basic theoretical orientation to social and personal disorganization of the juvenile in 20th century American society. Special emphasis on the problems of drugs, college campus disorders, and other movements of the youth scene.

#### †116.\* DEVIANT BEHAVIOR – THE ADULT (3)

Basic theoretical orientations to social and personal disorganization of the adult in 20th century American society resulting from role conflict normlessness or alienation. An analysis of individual and social deviance related to group process and the causes of this behavior.

#### †117/217. RESEARCH METHODS (3)

Study of the techniques and methods used in sociological research with a critical analysis of research studies.

#### †118/218. THE FIELD OF INVESTIGATION (3)

A further study of the logic and basic assumptions underlying different research methods and technical problems involved in the development and application of some techniques currently used in sociological research. The student will have first-hand experience in the field of investigation by participating in an actual research project.

#### †120. CULTURE AND PERSONALITY (3)

Theories of the relations of variations in personality to culture and group life in primitive and modern societies and the influence of social role in behavior.

#### †125. COMPARATIVE SOCIETIES (3)

An examination of the basic social structure of society; the similarities and differences of social systems, both primitive and modern.

Prerequisite: Either Sociology 1 or Anthropology 2.

#### 145. SOCIOLOGY PSYCHOLOGY (3)

Theories of early social psychologists; the influence of social structure on social character; the socialization process in forming the self and the person; institutional and cultural influences on role behavior; social control.

#### 147.\* METRO – LAB (3)

The study of methods and conceptual tools for the observation of the children of diverse cultural background.

#### †152. GROUP PROCESSES (3)

Systematic study of the formation, structure, and functioning of groups; analysis of group processes and group products from a variety of theoretical viewpoints.

#### 161.\* RACIAL AND CULTURAL MINORITIES (3)

Meaning and significance of race; study of prejudice; evaluation of programs to reduce prejudice. Study of minority groups in social structure with special reference to the position of the Negro in American society.

#### †165.\* DEVELOPMENT OF SOCIAL THOUGHT I (3)

An examination of selected types of social thought from primitive speculation to early modern scientific inquiry.

†166.\* CONTEMPORARY SOCIOLOGICAL THEORY (3)

A critical evaluation of major contemporary sociological theorists as representative of various schools of sociological inquiry and analysis.

175.\* URBAN SOCIETY AND ECOLOGY (3)

A historical and theoretical analysis of the city in time. The impact of urban ways on the individual; study of the ecological relations of man to his social and physical environment. Spatial patterns of communities; distribution of population and institutions; process of change in these phenomena; and special note of the problems of urban living such as: slums, urban renewal, overcrowding, and pollution.

180.\* SOCIAL STRATIFICATION (3)

This course is an examination of systems of class and caste, with special attention to the United States. Such elements of stratification as status, occupation, income and others are explored. The style of life of the Negro, the poor, the elite and the middle class are examined thoroughly.

185.\* POLITICAL SOCIOLOGY (3)

This course is designed to give the student an understanding of the organization of power and an analysis of the social basis of power and political institutions. This understanding of politics is used to analyze political behavior, political bureaucracies, political movements, interest groups and social change. Some cross-cultural research is also reviewed.

†190.\* POPULATION AND URBAN DEMOGRAPHY (3)

A study of the growth and distribution of world and city population. Various theories of population growth; population analysis of various demographic factors; a study of world and United States population trends. An analysis of world population problems in developing countries and sociological implications of such problems and control.

195.\* SOCIOLOGY OF RELIGION (3)

An examination of religious belief and religious behavior as they influence other dimensions of social behavior; and of social structures as they influence belief and action.

198. READINGS IN SOCIOLOGY (1-3)

Intensive and independent study in a field of special interest at the culmination of one's sociological work.

Prerequisite: approval of the department.

199. SPECIAL STUDIES (1-3)

A more advanced or specialized treatment of an area covered in the regular course list.

Prerequisite: approval of the department.

## Anthropology

2. CULTURAL ANTHROPOLOGY (3)

A study of the ways of mankind; the basic components of social structure and culture; the varied patterns whereby human needs are met in both primitive and modern societies; cultural change.

†120. CULTURE AND PERSONALITY (3)

(Cf. Sociology 120.)

†125.\* COMPARATIVE SOCIETIES (3)

(Cf. Sociology 125.)

The requirement for all Catholic students is Theology 3 plus two other courses.

### Theology

#### 3. GOD'S DIALOGUE WITH MAN (3)

A study of the great saving acts of God as recorded in the Old and New Testament literature: introduction and interpretation.

#### 7/107. MODERN MAN'S SEARCH FOR GOD (3)

Finding the point of communication between revelation and the particularities of modern man's search for meaning and purpose.

#### 10/100. CHRISTIAN PERSONALITY (3)

Personal maturity, responsibility, decision-making, and conscience in Christian Perspective.

#### 112. APPROACHES TO THEOLOGY (3)

Methods of approaching the systematic study of religion.

#### 121. CHRISTIAN SOCIAL ISSUES (3)

Social questions and their implications for the contemporary Christian.

#### 122. CHRISTIAN SPIRITUALITY (3)

The life of grace and prayer.

#### 123. MYSTICISM (3)

Christian and Oriental approaches to the life of contemplation.

#### 124. LITURGY (3)

The meaning, purpose, forms and history of communal worship in the Church.

#### 26/126. CONTEMPORARY MORAL PROBLEMS (3)

Approaches to moral issues through a variety of value-expressive forms: literature, art, music, life styles, etc.

#### 130. GOD (3)

Theological bases and implications of saying that God is Three-in-One.

#### 31/131. JESUS CHRIST (3)

Introduction to the classical and contemporary approaches to the person and mission of Jesus Christ.

#### 132. THE CHURCH (3)

A study of the Church as the people of God.

#### 133. THE WORLD AND GOD (3)

Creation, providence and the Lordship of Christ over the world.

#### 134. SACRAMENTAL THEOLOGY (3)

Introduction to Catholic views on the sacramentality of Christ, the Church and its worship.

#### 135. THE CHURCH IN THE SECULAR ORDER (3)

A study of the mission of the Church to the world: the layman and the secular institutes.

#### 136. THE EUCHARIST (3)

The theology of the Eucharistic sacrifice, with special attention to its embodiment in the liturgy.



140. THE HISTORICAL BOOKS OF THE OLD TESTAMENT (3)  
The history of Israel as the locus of revelation: introduction to a biblical theology of history.
141. PROPHETIC LITERATURE OF THE OLD TESTAMENT (3)  
Introduction to the theology of prophecy and the writings of the major prophets.
142. WISDOM LITERATURE OF THE OLD TESTAMENT (3)  
Selected books from the Wisdom of Israel, including Proverbs, Ben Sira, Job, the Book of Wisdom.
144. SYNOPTIC GOSPEL ACCOUNTS (3)  
Origin, distinction, character and exegesis of the Gospel accounts according to Matthew, Mark and Luke.
145. JOHANNINE LITERATURE (3)  
The gospel of John, the book of Revelation and the Johannine letters.
146. PAULINE LITERATURE (3)  
A study of the letters attributed to Paul.
- 147.\* METRO — LAB (3)  
The study and practice of teaching religion to children of diverse cultural background.
150. RELIGIONS OF THE EAST (3)
151. TWENTIETH-CENTURY THEOLOGICAL THOUGHT (3)  
Contemporary issues in Catholic and Protestant theological Thought.
170. THEOLOGY AND LITERATURE (3)  
An interdisciplinary investigation of the dimensions of Christian imagination.
171. THE SOCIOLOGY OF RELIGION (3)  
An examination of religious belief and religious behavior as they influence other dimensions of social behavior; and of social structures as they influence belief and action.
175. SACRED MUSIC AND WORSHIP (3)  
General norms, legislation on Sacred Music, repertory, historical and vocal literature and techniques of Sacred Music, liturgies, and the relationship of music to worship.  
Required of all Catholic Music Majors.
176. KAIROI (3)  
Theological implications of the cultural expressions of the critical periods of Christian civilization: 4th, 12th, 16th and 19th centuries.
- 77/177. PSYCHOLOGY, SOCIOLOGY, THEOLOGY OF MARRIAGE (3)  
Investigation of the nature and purpose of marriage.
195. DIRECTED READING
199. SPECIAL STUDIES  
Including:  
    Guilt and Non-Guilt  
    Creativity  
    The Church of the Future  
    Religious Language  
    Religious Film

## AREA MAJORS

Designed primarily for those who will be engaged in work with pre-school children.

PREPARATION for Major: Soc. 1; Psy. 1.

THE MAJOR: Eleven upper division courses from the fields of sociology, psychology and home economics with a minimum of five and a maximum of seven courses in one of the fields including Soc. 161, 175; Psy. 112, 132; H.E. 134, 138; Educ. 138.

Recommended Courses: Soc. 104, 120, 145; Anthro. 2; Psy. 134, 135, 168; H.E. 7, 140, 145; Educ. 134, 171.

#### STUDIES IN HUMAN THOUGHT AND BEHAVIOR (Philosophy, Psychology)

Designed to give the student a variety of approaches (metaphysical, ethical, observational, experimental) to the study of man.

PREPARATION for Major: Psy. 1, 40; Phil. 5.

THE MAJOR: Twelve upper division courses from philosophy and psychology with a minimum of five and a maximum of seven in each field including Phil. 154; Psy. 106, 132.

### INTERDEPARTMENTAL COURSES

Psychology/English

#### 133. PSYCHOLOGY AND LITERATURE (3)

An analytic approach to the study of characters and themes in selected novels. Both their aesthetic value and their function as a means of insight into individual behavior will be considered.

Psychology/Philosophy

#### 138. APPROACHES TO MAN (3)

An interdepartmental course using the epistemological, ethical, observational and experimental approaches in the study of man's knowing and striving behavior. (Designed for non-majors)

Psychology/Political Science

#### 148. THE PSYCHOLOGY OF POLITICS (3)

The course will deal with social psychological principles that are relevant to political activities and will apply these principles in an analysis of political practices in America.

### STUDENT PUBLICATION (0-2)

#### SOCIAL ACTION (0-1)

A multi-faceted community action program geared to help people in need. Approximately twenty-five hours of volunteer work under supervision and a weekly seminar required.

#### COLLOQUIUM 1 SOCIAL REVOLUTION (3) Sophomores

An interdisciplinary examination of the concept and phenomenon of social revolution: patterns in the revolutionary process—and in its economic, social, and political causes and effects; ideological, psychological, and artistic responses to revolution.

#### COLLOQUIUM 2 FLORENCE—THE 15th CENTURY (3) Juniors

An interdisciplinary study of Florentine Humanism and its expression in literature, the plastic arts, and music. Interrelationships between these arts and with the environment in which they were produced.

## HUMANITIES

### 5. AESTHETICS OF DANCE (2)

Study of the technical aspects of moving, creation of dances (choreography), philosophy and history of the dance, and critical appraisal and evaluation of professional dance performers.

### 6ABCDEF. DANCE WORKSHOP (1)

Application of techniques of dance, with the opportunity for original performance.

### 10. GREAT MOMENTS IN THE WESTERN TRADITION (6)

An historical approach to the better understanding of our Western cultural tradition through the study of masterpieces in the arts—art, literature, and music—from classic Greece to 1800.

Units distributed as follows:

10A. Art Masterpieces: Classic to the Baroque (2)

10B. World Literature: Classical Masterpieces to Eighteenth Century (2)

10C. Masterpieces of Music: Early Christian to 1800 (2)

### 15. REVOLUTION AND TRADITION (6)

The study of Western cultural tradition from 1800 to the present. Hum. 10 is recommended complement to the course, but is not a prerequisite.

Units distributed as follows:

15A. Art Periods and Personalities: Romanticism to the Present (2)

15B. World Literature: Romanticism to the Present (2)

15C. Masterpieces of Music: 1800 to the Present (2)

### 20. NEW YORK SEMINAR (1)

College-sponsored seminar trip providing structured experience of American cultural and historical centers, such as New York City, Boston, and Washington, D.C.

### 21. MEXICO CITY SEMINAR (1)

College-sponsored seminar trip providing guided experience of such Mexican cultural and historical centers as Mexico City, Cuernavaca, and Guadalajara.

### 22. EUROPEAN SEMINAR (3-6)

College-sponsored seminar trip providing structured experience of European cultural and historical centers.



## SEAL

The Mount St. Mary's College seal, designed by Baker's heraldic office of London, is in the form of a circular shield. The name of the college appears around the edge of the shield, and 1925 the date of its founding, is in the center. The shield itself has four divisions.

An open book at the bottom center bears the college motto—*Deus Illuminatio Mea*—God My Light. At the upper center a lily surrounded by thorns symbolizes the Immaculate Conception of Mary. The fleur-de-lis of France at the upper right represents the Sisters of St. Joseph of Carondelet, established at Le Puy in France in 1650.

At the upper left three angel wings with a rose signify the city of Los Angeles. The seal thus symbolizes Mount St. Mary's College founded in the city of Our Lady Queen of the Angels, by the Sisters of St. Joseph of Carondelet under the patronage of Mary, model of womanhood.



## LOGO

The Mount logo was designed in 1967 by Mits Kataoka when he was an art instructor at the college. In the logo one wing keeps touch with the heritage of the Sisters of St. Joseph of Carondelet; the other sweeps into the future. The Mount is in focus for Now.



## OFFICIAL RECOGNITION

By virtue of its charter granted by the State of California, Mount St. Mary's College is empowered to confer such honors, degrees, and diplomas in the arts and sciences and courses of professional study as are usually conferred in colleges in the United States of America.

## ACCREDITATIONS

Western College Association  
California State Board of Education  
California Board of Nursing Education and Nurse Registration  
National League for Nursing  
National Association of Schools of Music

## AIMS

Mount St. Mary's College is concerned with the search for knowledge, value, wisdom. Because it is Catholic, because it is a women's college and because its curriculum is primarily directed toward the liberal arts, it aims toward:

A developing intellectual curiosity, the continuing search for truth both in order to fulfill personal capacity and to contribute to the growing sum of human knowledge.

Christian conviction through deep and honest inquiry. Such convictions should help prepare those who hold them for lives of commitment in an open, secular, constantly evolving society.

Growing freedom from the ignorance of narrow space-time concerns, from the prejudice arising from ignorance, from the selfishness arising from prejudice; development of respect for the importance of tradition, of the contemporary, of the future, to a fully human life.

Increasing power to choose wisely, through the maturing exercise of responsible choice and acceptance of its consequences.

Awareness of women's special approach to the three important areas of life: work, leisure, worship; work as both service and fulfillment, involving imaginative thought and creative action; leisure as restoration, communication, creativity, joy; worship as total creaturely engagement with and before the Creator. These three areas are not separate but act upon and fructify each other.

A sense of community among those concerned for truth and value: students, faculty, administration. This spirit grows from the interaction and dialogue among and within disciplines possible in a small college, from the mutual respect and growth in power to communicate inherent in a residential college, from the communal act of worship available for those who wish to unite themselves to it.

## THE ALUMNAE ASSOCIATION

The Alumnae Association aims to further the purposes and interests of the College and to strengthen the bonds of loyalty and devotion to the College and to graduates of Mount St. Mary's College.

The Alumnae Association is a member of the American Alumni Council. Its members qualify for membership in the American Association of University women, the International Federation of Catholic Alumnae, the Kappa Gamma Pi, the honor society for the graduates of Catholic Women's Colleges, and Delta Epsilon Sigma, honor society for graduates of Catholic Universities and Colleges.

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Voice—MARGARET EDDY, WILLIAM EDDY, HELENA  
SUNDGREN FULTON, SUZANNE WILKIE

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Harpsichord—ADAM MEKLER, NEIL ROBERTS

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Tuba—JOHN JOHNSON  
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## A

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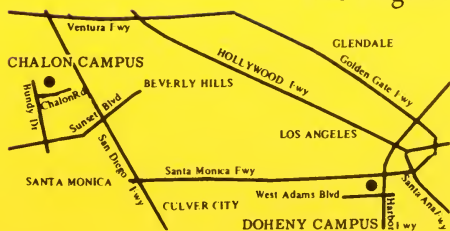
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